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# CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

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## EDITORIAL COMMENT AND NEWS NOTES

### CONFERENCE ON DIRECTION AND IMPROVEMENT OF INSTRUCTION AND ON CHILD WELFARE

The regular Annual Conference on the Direction and Improvement of Instruction and on Child Welfare is scheduled for the Hotel Biltmore, Los Angeles, October 25 to 28, 1942.

Major emphasis will be given to a series of workshops related to various aspects of the curriculum during the Conference. The topics to be studied at the various workshops and the leader of each are listed here:

TOPIC	LEADER
I. Organization and Techniques in the Guidance Program	Margaret E. Bennett, Director of Guidance, Pasadena Public Schools
II. Techniques Involved in the Creative Aspects of Arts	Fannie R. Shaftel, Elementary Curriculum Co-ordinator, Pasadena Public Schools
III. Techniques Involved in the Initiation and Progression of Integrated Experiences in the Social-Science Program	Corinne A. Seeds, Principal, University Elementary School, University of California at Los Angeles
IV. Techniques Involved in Teaching the Language Arts	Gretchen Wulffing, Supervisor of Elementary Education, Oakland Public Schools
V. Curriculum Problems in Building Inter-American Understanding and Appreciation	Flaud C. Wooton, Professor of Education, University of California at Los Angeles
VI. The Elementary School in the War Effort	Francis L. Drag, Director of Teacher Education, Humboldt State College

**VII. Problems of Child Welfare and Attendance**

Maxine De Lappe, President, California State Association of Supervisors of Child Welfare and Attendance; and Lillian B. Hill, Chief, Bureau of Mental Hygiene; and Chief, Bureau of Attendance and Migratory Education, California State Department of Education

**VIII. Curriculum Problems of Secondary Schools in Wartime**

Aubrey A. Douglass, Assistant Superintendent of Public Instruction, and Chief, Division of Secondary Education; and Frank B. Lindsay, Assistant Chief, Division of Secondary Education, California State Department of Education

**IX. Techniques Involved in the Teaching of Speech Correction**

Mabel F. Gifford, Chief, Bureau of Correction of Speech Defects, California State Department of Education

The activities of the workshops will include discussion of basic principles, visitation to centers where principles are in effective operation, determination of major problems in the particular area under consideration. Approximately one hundred persons have been invited to participate as resource leaders in the various sessions.

Presentations will be made by Walter F. Dexter, Superintendent of Public Instruction; Alvin C. Eurich, Chief, Educational Relations Branch, Office of Price Administration, Washington, D. C.; Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education; Bernard Lonsdale, President, California School Supervisors' Association; C. C. Trillingham, County Superintendent of Schools, Los Angeles County, and others.

The annual program of this Conference is planned to meet the current needs of teachers. This year the problems of the teacher in wartime will be stressed.

### ELEMENTARY SCHOOL TEXTBOOK ADOPTIONS

Textbooks for use in the public elementary schools of California for a period of not less than six years nor more than eight years beginning July 1, 1943, have been adopted in the following subjects:

#### READING, GRADE 6

*From Every Land*, Laidlaw Basic Readers, VI, by Gerald Yoakum, M. Madilene Neverka, and Louise Abney. Chicago: Laidlaw Brothers, Inc., 1941.

*On the Long Road*, by Nila Banton Smith and Stephen F. Bayne. New York: Silver Burdett Company, 1941.

NOTE: Each of these books is to be distributed on the basis of one copy for each two pupils, except that for small schools one copy will be furnished for each pupil.

#### READING SKILLS, GRADES 7 AND 8

*Driving the Reading Road*, by Paul R. Spencer, William H. Johnson, and Thomas E. Robinson. Chicago: Lyons and Carnahan, 1942. (Grade 7)

*Progress on Reading Roads*, by Paul R. Spencer, William H. Johnson, and Thomas E. Robinson. Chicago: Lyons and Carnahan, 1942. (Grade 8)

NOTE: Each of these books is to be distributed on the basis of one copy for each two pupils, except that for small schools one copy will be furnished for each pupil.

#### LITERATURE, GRADES 7 and 8

*Beacon Lights of Literature*, Book Seven, by Rudolph W. Chamberlain. Syracuse, New York: Iroquois Publishing Company, 1940.

*Your World in Prose and Verse*, Cultural Growth Series, by Blanche Wellons, Lawrence McTurnan, Henry L. Smith, and Louise Abney. Chicago: Laidlaw Brothers, Inc., 1942.

NOTE: Each of these books is to be distributed on the basis of one copy for each two pupils, except that for small schools one copy will be furnished for each pupil.

#### HEALTH, GRADES 1 TO 8

*The American Health Series*, by Charles C. Wilson and Others.

Indianapolis, Indiana: The Bobbs-Merrill Company, 1942.

*Our Good Health, I*

*Healthy and Happy, II*

*Everyday Health, III*

*Health at Home and at School, IV*

*Health in Work and Play*, V  
*Nature's Way to Health*, VI  
*Progress in Health Science*, VII  
*Modern Ways to Health*, VIII

**NOTE:** Books for grades 1 to 3 will be furnished in the quantity of twenty copies for each school, provided that not more than one book per pupil will be furnished; books for grades 4 to 8 will be furnished on the basis of one book for each two pupils, except that in small schools one copy will be furnished for each pupil.

#### SCIENCE, GRADES 1 TO 8

*Understanding Our Environment*, Interpreting Science Series, Book One, by Franklin B. Carroll. Philadelphia: The John C. Winston Company, 1939. (Grade 7)

*Understanding Our World*, Interpreting Science Series, Book Two, by Franklin B. Carroll. Philadelphia: The John C. Winston Company, 1939. (Grade 8)

*Insect Stories*, by Frederick Shackelford. San Francisco, California: Harr Wagner Publishing Company, 1940.

*Seashore Life*, Western Nature Science Series, by Harrington Wells. San Francisco, California: Harr Wagner Publishing Company, 1938.

**NOTE:** Books for grades 7 and 8 will be furnished on the basis of one copy for each pupil. *Insect Stories and Seashore Life* will be furnished to schools in quantity equal to the number of teachers.

#### SPELLING

*Using Words* (Consumable edition), by Lillian E. Billington. New York: Silver Burdett Company, 1940.  
Books for third to eighth years.

#### CALIFORNIA WOMAN TO HEAD N.E.A. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Miss Sarah L. Young, Principal of the Parker School, Oakland, was unanimously elected President of the Department of Elementary School Principals of the National Education Association of the United States for the year 1942-43 at the business meeting of the Association at Denver, Colorado. As an outstanding leader in elementary education in California, Miss Young has been an officer in the national group for many years.

### PAMPHLETS ON LATIN AMERICA FOR YOUNG READERS

With the intention of filling a need which has long been recognized by leading educators and government officials, and in response to many requests, the Pan American Union announces the publication of a series of pamphlets on Latin America designed especially to appeal to children.

Written in an interesting and captivating juvenile style by educators versed in the teaching of children, the booklets contain pertinent information about the American Republics, including inspiring accounts of national heroes, descriptions of customs and places of unusual local color, as well as of the Panama Canal and the Pan American Highway.

In the first series of pamphlets there are ten booklets, each with a distinct title. Two of the booklets are now prepared and ready for distribution—*The Pan American Union* and *The Snake Farm at Butantan, Brazil*. At intervals of approximately three weeks, two additional pamphlets of the series will be ready for distribution so that orders may be placed according to the following schedule: *General San Martin* and *The Panama Canal* on August 14; *The Pan American Highway* and *The Guano Islands of Peru* on September 4; *Caupolicán* and *The Incas* on September 25; and *Pizarre* and *Cabeza de Vaca*, October 15.

Each pamphlet sells for five cents, and orders are to be addressed to the Pan American Union, Washington, D. C. Quantity orders are encouraged since the interest manifested in this first series of ten booklets will determine the preparation of additional booklets on various subjects treating of the New World republics. In view of the fact that the pamphlets are excellent for classroom work, as well as for the entertainment and education of the child at home, it is expected that the demand will be such as to warrant continuation of the series.

### RED CROSS POSITIONS FOR SCHOOL TEACHERS

Attention of public school teachers is directed to positions as Field Directors and Assistant Field Directors (men) and Hos-

pital Recreation Workers (women) for the American Red Cross. Teachers who have acted as counselors or held other positions connected with personnel work are considered to be especially well fitted for these positions. The general qualifications for these positions have been set up as follows:

Field Directors and Assistant Field Directors are assigned by the American Red Cross to Military and Naval Stations, both within and without continental United States. Assistant Field Directors are on the staffs of and under the direct supervision of the Field Director.

Field Directors are selected mainly from among Assistant Field Directors who have proven, through satisfactory work as Assistants, their ability to serve as Field Directors.

Candidates for positions as field directors must be men in good physical health as evidenced by a physical examination given by a physician of good standing with the American Medical Association. They must be citizens of the United States and must be able to furnish a certified copy of a birth certificate, or other proof of citizenship. Their records as citizens must be satisfactory to the military authorities as well as to the American Red Cross.

Recreation workers are assigned by the American Red Cross to Army and Naval hospitals, both within and without continental United States. Personnel serving as recreation workers are on the staffs of and under the supervision of the Red Cross hospital executives. Their program must receive the prior approval of the appropriate medical officer.

Candidates for positions as recreation workers must be women in good physical health as evidenced by a physical examination performed by a physician of good standing with the American Medical Association. They must be citizens of the United States and must be able to furnish a certified copy of a birth certificate or other proof of citizenship. Their records as citizens must be satisfactory to the military authorities as well as to the American Red Cross.

### ELEMENTARY SCHOOL PRINCIPALS YEARBOOK

The fourteenth yearbook of the California Elementary Principals Association, *Guiding Children in Democratic Living*, is now being distributed. The articles in yearbook reflect the need to care for the welfare of children during this period when the energies of adults are bent toward preserving the nation in time of war. The authors express a profound concern for the education of children, a concern that education be fashioned to prepare young people to carry on the traditions of a free society, to make them willing to serve, to exercise a spirit of sacrifice, to curtail special privilege and personal interest for the common good. They all stress the need for children to develop early the traits of character that will make them good citizens that may take their places in furthering ideals of democracy. In this task the schools have a deep responsibility for the emotional stability of children and young people.

Copies of the Yearbook may be secured from Sarah L. Young, Parker School, Oakland, for \$1.00 each.

### ILLUSTRATED GEOGRAPHIC SCHOOL BULLETINS

The National Geographic Society of Washington, D. C., announced that publication of its illustrated bulletins for teachers will be resumed in October.

The bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that comes into the headquarters of Society daily from all parts of the world. The bulletins are illustrated from the Society's extensive file of geographic photographs.

Teachers are urged to apply early for the number of bulletins desired. They are available only to teachers, to librarians, college and normal school students. Each application should be accompanied by 25 cents (50 cents in Canada) to cover the cost of mailing the bulletins for the school year. Teachers may order bulletins in quantity for class use to be sent to one address but 25 cents must be remitted for each subscription.

### MEETING OF CALIFORNIA ASSOCIATION FOR CHILDHOOD EDUCATION

The California Association for Childhood Education will meet for a two-day session at the Fairmont Hotel in San Francisco on November 27 and 28, 1942. An executive host committee of twenty-seven members with Mrs. Muriel Johansen as Chairman has been appointed.

Members of the committee are Miss Bertha Roberts, Honorary Chairman and Adviser; Dr. Lois Meek Stoltz and Miss Esther Lipp, Advisers; Mrs. Neva Hollister, President; Mrs. Irma Potter, President of A. C. E., San Francisco; Etta Tessmer, Mrs. Elizabeth Kennedy, Mrs. Ethel Roth, Marion Dunbar, Mrs. Belle McIntyre, Clarice Dechent, Mrs. Kathryn Brazill, Mrs. Irene Kelly, Mrs. Edith Bacon, Mrs. Mary Regan, Katherine Cox, Edith Van Orden, Mrs. Alice Shanedling, Mrs. Alta Harris, Mrs. Edith Wilson, Mrs. Florence Calley, Mrs. Mildred Springer, Della Neagle, Lorraine Walsh, Jeane Brown, and Mrs. Emma Plank.

### CHILDHOOD EDUCATION ASSOCIATION PUBLICATIONS

Three publications of interest to teachers in the public schools have just been issued by the Association for Childhood Education and are available from that organization at the prices indicated below.

*A Half Century of Progress* is the story of the Association for Childhood Education from its beginning in 1892 as the International Kindergarten Union to the present year of 1942. The bulletin contains 48 pages and may be had for 50 cents a copy.

*Bibliography of Books for Young Children* is a revised edition of a bulletin issued five years ago. It gives the classification, age range, price, and a brief annotation of each book listed. Many new books are listed in this revised edition. It contains twenty-five pages and sells at 50 cents a single copy or 40 cents in lots of 25 or more.

*Records and Reports* discusses trends in making records of children's developing and in reporting their progress to parents. The best reports

of children's progress are the result of mutual agreement between parents, teachers, and children concerning growth. The publication contains 32 pages and sells for 35 cents a copy or 30 cents in lots of 25 or more.

#### STATEMENT ON THE WORK OF THE SCHOOLS IN RELATION TO THE WAR

At a joint meeting of the Chief State School Officers and the Executive Secretaries of state teachers associations the President of the Chief State School Officers was requested to name a committee<sup>1</sup> to draft a statement designed to give understanding, impetus, and direction to the great need expressed by individuals in attendance at the National Institute on Education and the War, for a summary setting forth the urgency of more closely correlating the work of the schools to the war effort. The Institute was sponsored by the United States Office of Education Wartime Commission in Washington, D. C., August 21-28, 1942.

Following is the committee statement.

It has become increasingly evident that the present world conflict has reached such proportions and such a stage that every force at the command of the people of the United States must be thrown into the war, at the earliest possible moment. The time of victory will be reduced in proportion to the extent to which we fully utilize these forces.

Education must make its special and particular contribution to the struggle. Fighting with learning is the slogan of victory. To this end certain of the educational leadership of the United States has been assembled in Washington by the United States Office of Education to consider the contribution of the schools to the war effort.

Because of the close relationship existing between the schools and the home, special consideration has been given to the

<sup>1</sup> David E. Weglein, Superintendent of Schools, Maryland; James B. Edmonston, Dean, School of Education, University of Michigan; Howard V. Funk, National Congress of Parents and Teachers; Roscoe Pulliam, President, Southern Illinois Teachers College; Julia Wright Merrill, American Library Association; Richard B. Kennan, Executive Secretary, Maine Teachers Association; Eugene B. Elliott, Superintendent of Public Instruction, Michigan; Rev. George Johnson, National Catholic Welfare Conference.

place of elementary and secondary education as it serves in both the rural and urban areas of the nation.

During the four days, conclusive evidence has been submitted by the armed forces of the United States and those associated with them that not a moment should be lost in the full use of the power of the nation to the war effort. Never was there a time when educational workers faced heavier responsibilities for adjusting the school program to a great national need. Never was there a time when these workers might take greater pride in the significance of their work, never a better opportunity to serve children, young people, and the nation.

The urgency of the situation requires that important adjustments be made in the programs of the elementary and high schools *immediately*. There is not time to be overly strict in definitions regarding the functions of education. Materials are already available showing how modifications may be made. For the high schools there is strong evidence that college admission authorities will be eager to modify college entrance requirements to meet the new need as brought to their attention by the leaders of the secondary schools.

It is the belief of this committee that modification of school programs should provide opportunity for curricular, extra-curricular, health service and community service programs in order that the student body may prepare itself to meet the demands of the armed forces, industry, and community service.

#### CURRICULAR PROGRAMS

- a. Courses in arithmetic, algebra, geometry, general mathematics, and in some cases trigonometry where many of the problems will be drawn from the field of aviation, navigation, mechanized warfare, and industry.
- b. Courses in industrial arts related to war needs and with special application to the operation of tools.
- c. Courses in automechanics often in cooperation with local garages and farmers with particular emphasis on the repair and operation of trucks, tractors, and automobiles.

- d. More practical courses in cooking and sewing designed to assist home living.
- e. Courses in physics particularly stressing the characteristics of mechanics, heat, radio, photography, and electricity.
- f. Teaching units giving increased emphasis on health in both the elementary and high schools.
- g. Revised social study courses to give a knowledge of war aims and issues as well as actual experience in community undertakings.
- h. One or more units of study dealing with an understanding of the armed forces to provide general understanding and lessen the time required for induction.
- i. Unit preflight courses as outlined by the armed forces in the larger schools.
- j. Instruction that will give an appreciation of the implications of the global concept of the present war and postwar living.

#### EXTRACURRICULAR PROGRAMS

- a. School lunches giving special attention to providing proper nutrition for the child.
- b. Student assembly programs designed to give children an appreciation of the fact that they have a definite part in the defense of the United States.
- c. The contributions of such organizations as Girl Scouts, Boy Scouts, Camp Fire Girls, 4-H Clubs, Junior Red Cross, and Future Farmers of America.
- d. Student councils and similar organizations to give training to students in the American way of life through active participation.

#### HEALTH SERVICES

- a. The correction of physical deficiencies as early and as often as is necessary.
- b. Physical fitness programs designed to increase the bodily vigor of youth.

#### COMMUNITY SERVICE PROGRAMS

- a. Promoting salvage drives, home assistance, farm labor, home gardens, and other community undertakings.

- b. Co-operating with other community agencies in lessening juvenile delinquency, which increases as homes become broken or disrupted through army service, employment changes, or other causes.
- c. Utilizing every occasion to give to parents an appreciation of how the schools serve youth.
- d. Developing a feeling of security by teachers and others in our ideals.
- e. Co-operating with existing agencies of defense.
- f. Assistance and understanding in consumer buying.
- g. Library facilities to make available materials and services that will enable the people to make intelligent decisions on war and postwar issues.

#### GUIDANCE SERVICES

- a. Information as to all opportunities and demands for the services of youth in the war effort.
- b. An inventory of the abilities, aptitudes, and present training of youth to enable them to gauge their best field of service.
- c. Counseling to aid youth in deciding upon their most useful participation in the war effort, and consequent choice of training.

The teachers of the United States are faced with heavy responsibilities in directing the schools' part in the promotion of the war as brought out in a statement by President Roosevelt to the Conference:

Our schools, public and private, have always been molds in which we cast the kind of life we wanted. Today, what we all want is victory, and beyond victory a world in which free men may fulfill their aspirations. So we turn again to our educators and ask them to help us mold men and women who can fight through to victory. We ask that every school house become a service center for the home front. And we pray that our young people will learn in the schools and in the colleges the wisdom and forbearance and patience needed by men and women of goodwill who seek to bring to this earth a lasting peace.

## INTER-AMERICAN EDUCATION IN THE WAR EFFORT

HELEN HEFFERNAN, *Chief, Division of Elementary Education,  
California State Department of Education*

When Franklin D. Roosevelt was inaugurated President of the United States on March 4, 1933, he dedicated this nation "to the policy of the good neighbor—the neighbor who resolutely respects himself and, because he does so, he respects the rights of others—the neighbor who respects his agreements in and with a world of neighbors." The President's message was addressed to his fellow countrymen, but in a larger sense it was addressed to all the people of the world. In the more than eight years which intervened between this utterance and the dire tragedy of Pearl Harbor persistent effort was made by our national government to implement the good neighbor policy.

Enormous progress has been made in recent years to strengthen solidarity with the 20 American republics situated south of the Rio Grande River. Many agencies of government have been engaged in the program of hemisphere solidarity. The Department of State has given continued support to efforts directed toward the completion of the Pan-American highway and to the development of improved means of communication with the other Americas; it has fostered the creation of an inter-American system of finance; it has improved the quality of diplomatic relationships through careful appointments, through trade conferences, and good will visits. The Office of Foreign Agricultural Relations of the United States Department of Agriculture has had an extensive program including the organization of an inter-American institute of tropical agriculture; the development of complementary crop production of such essential strategic materials as rubber, vegetable oils, fibers, quinine, and

other medicinal products; it has been concerned with the improvement of food crops consumed within the countries in order to improve the physical condition of our neighbors; with other departments of government it has worked for an orderly system for the marketing of surplus commodities such as wheat, sugar, coffee, and beef because of general recognition that in the problem of the disposal of surpluses lay the greatest threat to sound economic relationships with the other American republics. Appropriate departments of government have devoted attention to the promotion of mining and manufacturing in the Latin American countries; to the improvement of social conditions including the establishment of sound labor policies, decent housing, improved public health and sanitation services.

The importance of activities for the implementation of the good neighbor policy among the Americas led to the establishment in August, 1940, of a new agency of government under the imposing title of the Office of the Co-ordinator of Commercial and Cultural Relations with the Other American Republics. Time has streamlined the title to the Office of the Co-ordinator of Inter-American Affairs, but the original title conveyed a concept of function which has great merit. It indicated recognition of the fact that sound international relations cannot be built on commercial and economic agreements alone. Any stable and enduring inter-American friendship must have its foundation in mutual understanding of the culture, contributions, and problems confronting all nations. Such a basis can be provided only through the informing process of education.

Under the far-sighted leadership of Mr. Nelson Rockefeller, the place of the school in building inter-American understanding and enduring friendship was immediately recognized. Many projects of an educational nature were established under his direction to help the teachers of the United States to come quickly into possession of necessary content through which knowledge and appreciation of Latin American history, geography, social, economic, and political problems, art, music, literature, and inter-American relations may be developed in the

children, youth, and adults of their largest North American neighbor.

Early in the program the United States Office of Education was invited to participate in the work of extending inter-American understanding and was allocated funds to determine experimentally how elementary schools, secondary schools, colleges, universities, and programs of community education might make their best contribution to this important aspect of the war effort. The Inter-American Education Demonstration Center Project was established and intensive work was carried on in some thirty centers representing all types of educational institutions throughout the United States. Other school systems saw the part education could play in building hemisphere solidarity. Programs of merit sprang up spontaneously in many places. It would be difficult to find a school system which has not done something to modify its educational program to provide for the inclusion of greater emphasis on Latin American affairs.

Regardless of the increasing amount of space devoted to the other Americas in newspapers and magazines, the question is sometimes raised, Why the sudden interest in the Latin American countries? As a matter of fact the desirability of closer economic and cultural relationships in the Western Hemisphere has long been the dream of statesmen of vision in the Americas. Henry Clay realized the importance of conceiving of the Americas as a unit; Simon Bolivar expended measureless energy in efforts to bring about negotiations leading to a unified hemisphere. In 1890, James G. Blaine, then Secretary of State, gave leadership to the establishment of the Pan American Union which for half a century has worked from its beautiful headquarters in Washington, D. C., to bring about better understanding among the Americas. The interest is not a sudden one on the part of thoughtful people, but the advent of Adolph Hitler with his dreams of world domination makes it imperative that the dreams of leaders in inter-American relations become the accepted purposes of the people. To use the words of a beloved Californian, Herbert Bolton, the other Americas must have their

"rightful place" in the curriculum of our educational institutions.

Events of recent years have shocked us into a realization of the fact that Natal in Brazil is just 1860 miles from Dakar in Africa. News weeklies have referred to Dakar as "the bridge-head from Europe to the New World." Modern aviation has nullified the feeling of security we once cherished because of our geographic location between two great oceans. The oceans can be crossed and rapidly by air. Ten hours would be a conservative estimate from Dakar to Natal.

The other Americas have suddenly acquired enormous importance as sources of strategic war material. With rubber from the Malay Peninsula cut off, nostalgic memories of the Amazon Valley as the original source of rubber disturb us. But however futile it may be to cry over spilled milk or latex, as the case may be, there is general recognition of the importance of tin, tungsten, vanadium, manganese, bauxite, nitrates, waxes, essential oils, to mention only a few in a long list of products for which we are wholly or partially dependent on the other Americas.

With our tankers being torpedoed off the United States-garrisoned Dutch West Indies island of Aruba, 700 miles from the Panama Canal, where some of the largest oil refineries of the world are located, our need for concern in hemispheric affairs cannot longer be a matter of question. The leaders in the totalitarian countries of Europe are fully aware of the rich oil wells of Venezuela, of the undeveloped mineral deposits of the Andes, of the Amazon Valley with its potential capacity to support more than a hundred times its present population. The materialistic considerations demanding our attention are so realistic that more fundamental reasons for the promotion of hemisphere solidarity are in danger of being overlooked.

A consideration far more vital than proximity to Africa or strategic products lies in the possibility of building in the Western Hemisphere a confederation of peaceful nations working co-operatively for the welfare of all. Nowhere else in the world

is there the most remote possibility at the present time of building economic and cultural relationships on a neighborly policy. In the Western Hemisphere it is not too late to lay a sound foundation of international co-operation which may serve as an inspiration in the task of postwar reconstruction. Such an aim is admirably adapted to the spirit of education as a constructive instrument of human progress.

What part can the elementary school play in building understanding of the other American republics? Teachers in the West and the Southwest have a peculiar advantage because of the Hispanic background shared with our Latin-American neighbors. Spain is a part of our tradition as much as it is a part of the tradition of Central and South America. In our society are many persons of Latin-American background, particularly those who have come from our great Latin-American neighbor, Mexico. The treatment accorded the children of Latin-American background in our schools and communities will have great influence on the confidence citizens of the other American republics will feel in our efforts to build inter-American friendship. Our immediate and compelling task is to eradicate prejudice, discrimination, and injustice in the treatment of our Mexican-American population. In general it is far easier for us to develop feelings of friendship and appreciation for the people of Chile or Peru who are far away and with whom we may never have direct contact than to develop this feeling for the people of Mexican background who live in our own communities. But it is a task that lies at the heart of any sincere effort to build hemisphere solidarity.

The social studies program of the elementary school offers the best opportunity to introduce experiences related to the other Americas. Many excellent suggestions are available in a new publication from the U. S. Office of Education, *Understanding the Other American Republics*.<sup>1</sup> But as one examines the social studies curriculum in typical California schools many possibilities for units emphasizing the other Americas come to mind.

<sup>1</sup> *Understanding the Other American Republics*. Education and National Defense Series Pamphlet No. 12. Washington: United States Office of Education, Federal Securities Agency, 1942.

Children in the primary grades might be guided into studies of the banana, sugar, and cocoa, items in the diet of children which are daily growing more difficult to obtain. In the third and fourth grades there are possibilities of extending primitive life studies to include the Aztecs, the Mayas, the Chibchas, and the Incas for purposes of comparison or extension of our present studies of California Indians and Southwest Indians.

In fourth and fifth grades, studies of how man has made his adaptation to living in the tropics, can be supplied by units on the rubber gatherers of the Amazon Valley as well as by a study of the people of the Congo. Adaptation of human life to high mountain environments can be understood as well by exploring the lives of the people of Peru, Bolivia, and Chile as by studying the people of the Alps or the Himalayas.

In fifth and sixth grades where United States history is ordinarily placed, the studies can be broadened to include the entire Western Hemisphere. Children will have less distorted impressions if the period of discovery and exploration is treated on a hemispheric basis; an interesting colonial life was carried on by the French and the Spanish which would provide the contrasts and comparisons essential for any genuine understanding of English colonization; the so-called American revolution was not an event which happened to the sturdy folk of the thirteen colonies alone but a phenomenon which did not end for four or five decades until every country in the Western Hemisphere had achieved its freedom from European domination. The possibility of revamping the social studies curriculum on a hemispheric rather than a narrowly continental or nationalistic basis offers promise of developing a sounder understanding and a broader perspective.

At the upper grade level, studies of our industries might be expanded to include Latin America. Studies of the oil industry should be concerned with the rich fields of Venezuela as well as those of Long Beach and Kern County. Studies of the lumbering industry could well be extended to the almost untouched resources in the hardwoods of Brazil. Studies of mining might

be expanded to the mineral wealth of the Andes. Studies of the cattle industry might well include with the cowboys of the western plains, the vaqueros of Mexico and the Gauchos of the Argentine. Studies of world trade will inevitably lead to the beautiful ports of South America to exchange the manufactured goods of the United States for raw materials and tropical products. No study of the development of the democratic concept in the United States could be complete without placing it in the matrix of struggle which has gone on and is still going on in our neighboring republics. The examination of the educational program of any school system will suggest other ways by which our neighbors to the south may find their rightful place in the education of the boys and girls of the United States.

The volume of publication of delightful children's books on Latin American subjects in recent years has been stupendous. Bibliographies are constantly in process of revision because the efforts of the publishers make them quickly incomplete. For use in the elementary school the best and most recent bibliography can be secured from the Division of Library Service, U. S. Office of Education.<sup>1</sup> A staff of trained librarians have examined all the books in the field and have made a careful selection for accuracy, literary merit, and interest of content to children. The titles which survived their painstaking evaluation merit purchase by any school system desiring to build an adequate collection of children's books in this field. Through directed library reading, children can broaden their knowledge and interest concerning the people of the Americas.

Collections of songs are being rapidly made available by publishers so that teachers may introduce children to the folk songs of our musical neighbors. The best general source of information concerning songs, instrumental music, art, dances, literature, visual education materials, and organizations from which Latin American material can be secured is in a bulletin

<sup>1</sup> "Our Neighbor Republics: A Selected List of Readable Books for Young People." Prepared by Nora E. Beust. Library Service Division, United States Office of Education, in Co-operation with the Office of the Co-ordinator of Inter-American Affairs. Washington: United States Office of Education, Federal Security Agency, February, 1942 (mimeographed).

published by the Office of the Co-ordinator of Inter-American Affairs, under the title, *Children of the Other Americas*.<sup>1</sup>

Many suggestions have been made concerning the desirability of beginning the teaching of Spanish in the elementary schools. There can be no doubt that a better understanding usually exists between people who speak the same language, but if ability to speak a common language is the only basis on which sound international relations can exist, our efforts are doomed to defeat. Obviously children cannot acquire command of Chinese, Russian, Norwegian, to mention only a few languages, no matter how desirable such ability may be. In the future no doubt many more people will have facility in these languages than at the present time and rightly so, but the task of introducing a great number of languages into the elementary school in preparation for such a time would be administratively impossible if it were instructionally desirable. Our proximity to Spanish-speaking people is argued with some justice as a reason why Spanish should have a prior claim. But again, teachers are not prepared to instruct children in Spanish at the present time and the results of improper teaching would frequently result in turning away from the language students who might later pursue it with profit under competent instruction.

Educational research has little to contribute in arriving at a solution to the problem of the teaching of foreign languages at the elementary school level. Communities in which there is a large Spanish-speaking population might well undertake carefully-planned long-term programs of research on the problem. On the basis of the evidence secured, educators would be in a position to revamp curriculum and teacher-education programs. At the present time, however, the obstacles to wholesale introduction of Spanish into the elementary school curriculum should receive careful consideration by school people.

In its publication, *For These Americas*, the Educational Policies Commission recognizes the great difficulty of the task of

<sup>1</sup> *Children of the Other Americas: A Guide to Material in English on the Other Americas Suitable for Elementary and Junior High School Grades.* Prepared by M. Elizabeth Barry and Delia Goetz. Washington: Office of the Co-ordinator of Inter-American Affairs, February, 1942.

developing "a spirit of inter-American friendship." It is true that there are "tremendous obstacles to be overcome in the way of cultural, political, social, economic and racial differences." It is true too that it is a task which at the present time seems to "run counter to the weight of the world's inclinations." But the opportunity to the teachers of the Americas, north and south, is contained in two prophetic paragraphs from *For These Americas* which merit the thoughtful consideration of every teacher:

To build the first international union that will last, that will stand against all storms, is a job that can be done.

Give the American people a little time, and a little place to stand on the sure foundation of a purposeful education, and they will move the New World into an enduring union of friendly nations.<sup>1</sup>

<sup>1</sup> *For These Americas*. Washington: Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, June, 1940., p. 15.

## EDUCATIONAL ACHIEVEMENT AND NEEDS OF MIGRATORY CHILDREN IN CALIFORNIA

JETTYE FERN GRANT, *Supervisor of Primary Education and  
Migratory Schools, Merced County*

During the five-year period between 1935 and 1940, California citizens viewed with growing anxiety the familiar picture of impoverished migrants streaming into the state from the Dust Bowl and other parts of the Midwest. To health officers, to municipal authorities, to relief administrators, and particularly to school administrators and boards of education whose responsibility it was to enforce compulsory school attendance on the part of the children of these newcomers, the welfare of the migrants became an increasingly serious problem.

Then came the war production program with its great demand for labor. Competition for available jobs became less keen and the public turned its attention to more pressing matters. The "Okies" and "Arkies" were forgotten.

The Bureau of Agricultural Economics and the Farm Security Administration revealed in October, 1941, that the migration of job seekers was greater than at any time during the last five years—and nearly 45 per cent of them were from the states of Oklahoma, Texas, and Arkansas. During the first nine months of 1941, agricultural inspectors at state border stations counted 85,452 persons—members of automobile parties judged to be "in need of manual employment"—entering California.

There was an increase of 25,000 over the number noted in the same period of 1940; it was 30,000 more than the number for 1939 and 10,500 more than those entering the state in the first nine months of 1937, the previous peak year.

Some of these people find employment in war production industries, but many, due to physical unfitness, age, lack of training, preference for farm work, or other causes, become migratory

workers in the seasonal crop harvests of the agricultural sections of California. Naturally the children of these migratory workers have entered California schools, and it seems a well-established fact that they are here to stay, at least until they are old enough to secure work permits. Therefore school officials and teachers are faced with the problem and the responsibility of meeting the educational needs of these children as effectively as possible.

In many instances, the obstacles to a successful educational program for migratory children seem almost insurmountable. During October, 1941, the enrollment of a two-room migratory school in Merced County rose to 160 pupils. Within a month it had dropped to nothing and the school was closed. Where these children have gone or how long it will be before many of them re-enter school is not known.

Under such conditions it is very difficult to find well-trained teachers who will accept temporary positions in such schools. It is very nearly impossible to find capable teachers who are willing to make teaching in schools for children of migratory workers their professional goal and thus undertake a scientific study of the educational needs of migratory children. Consequently these schools are able to obtain, as a general rule, only teachers who have less training and who are less efficient than teachers in regular public schools. And, in addition to the problem of finding suitable teachers, school administrators have the difficult task of providing schoolhouses and equipment, sanitary facilities, teaching materials, and supplies.

One of the major problems involved in the education of migratory children is to determine how their educational needs differ from the needs of children of permanent residents and what changes in the educational program will be helpful in meeting these needs.

#### COMPARISON OF ACHIEVEMENT OF NATIVE AND MIGRANT PUPILS

During the school year 1940-41 the writer conducted a comparative study of the educational achievement of 100 migra-

tory children and 100 native California children. The purposes of this investigation were (1) to determine similarities and differences in the educational achievement of the two groups, and (2) to interpret the differences and achievement in terms of the educational needs of the migratory children.

*Selection of Children for the Investigation.* For purposes of the study 100 migrant children were matched with 100 native California children on the basis of chronological age and mental ability. All of the children were selected from grades four to eight of the elementary schools of Porterville, California. The group of native California children consisted of pupils who were permanent California residents and all of whose education to date had been in California schools. The group of migrant pupils consisted of children who were not born in California and who had come to the state within six months of the time of the beginning of the study.

To secure information for matching pupils according to mental ability, the *California Test of Mental Maturity*<sup>1</sup> was given to pupils in grades four, five, and six, and the *Terman Group Test of Mental Ability*<sup>2</sup> was given to pupils of grades seven and eight. Data on chronological age were obtained from pupils' enrollment cards.

*Measurement of School Achievement.* During the third and fourth weeks of April 1940, the eighth school month, the *New Stanford Achievement Test*<sup>3</sup> was administered to all pupils of the study. The test includes sections on paragraph meaning, word meaning, dictation (spelling), language usage, literature, history and civics, geography, physiology and hygiene, arithmetic reasoning, and arithmetic computation.

Test scores in all subjects were not available for all pupils. Most of the pupils in the fourth grade and some in the fifth grade were not given the sections of the tests on literature or on history

<sup>1</sup>Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, *California Test of Mental Maturity*. Los Angeles, California: California Test Bureau, 1938.

<sup>2</sup>Lewis M. Terman, *Terman Group Test of Mental Ability*. Yonkers-on-Hudson, New York: World Book Company, 1920.

<sup>3</sup>Truman L. Kelley, Giles M. Ruch, and Lewis M. Terman, *New Stanford Achievement Test*. Yonkers-on-Hudson, New York: World Book Co., 1931. (Advanced Examination, Form Y.)

and civics. The sections on physiology and hygiene were given only to the seventh- and eighth-grade pupils. The entire group of 200 pupils tested in the study represented a grade range of four years and a range in chronological age of eight years. By eliminating three pairs, the range in age was reduced to seven years. Comparisons were limited to the 97 remaining pairs.

The test data for each pair were recorded in tabular form. The pairs were classified by age groups of one-year intervals and average scores on each section of the test and on the test as a whole were computed for the native and migrant pupils of each age group. A summary of these average scores is presented in Table 1.

*Summary of Findings.* Analysis of the comparative test scores resulted in the following major findings.

1. The average educational achievement of the native pupils in each age group was greater than that of the migrant pupils. In terms of grade norms, the superiority of the native pupils ranged from 0.7 years for the thirteen-year-old group to 0.2 years in the ten-, twelve-, fourteen-, and fifteen-year-old groups. The average superiority of the native pupils was found to be 0.3 years.
2. The native pupils as a whole made a higher average score than that of the migrant pupils on all sections of the test.
3. In paragraph meaning and in literature, the native pupils of each age group made a higher average score than that of the migrant pupils.
4. The migrant pupils of each age group except the nine-year-old group made higher average scores than did native pupils on certain sections of the tests. The sections of the test in which migrant pupils of each age group excelled are as follows:

10 years: Geography, arithmetic reasoning, arithmetic computation

11 years: Word meaning

12 years: Word meaning, spelling, language usage

13 years: Spelling, arithmetic computation  
 14 years: Word meaning, spelling, geography  
 15 years: History and civics, geography, physiology  
 and hygiene, arithmetic reasoning

TABLE I

AVERAGE SCORES OF NATIVE CALIFORNIA PUPILS AND MIGRANT PUPILS  
 ON NEW STANFORD ACHIEVEMENT TEST, BY AGE GROUPS

SECTION OF TEST	NATIVE OR MIGRANT	AGE GROUP						
		9	10	11	12	13	14	15
Paragraph meaning	N	61.8	65.5	80.6	77.8	92.2	89.6	84.3
	M	51.4	60.4	75.2	77.7	89.0	89.0	83.3
Word meaning	N	57.4	63.7	72.5	68.3	84.6	84.0	75.8
	M	51.2	63.3	72.6	69.6	82.1	84.4	72.1
Dictation	N	47.0	56.5	73.3	67.3	83.0	85.9	78.9
	M	40.0	56.1	69.5	69.4	83.8	86.1	77.5
Language usage	N	61.6	73.5	85.6	70.4	96.9	95.2	88.3
	M	53.4	65.1	74.3	75.2	90.3	89.8	76.6
Literature	N	—	—	75.0	72.5	86.1	84.4	71.4
	M	—	—	69.7	66.1	78.5	77.2	66.5
History, Civics	N	—	—	—	—	83.9	81.0	72.9
	M	—	—	—	—	80.0	74.2	77.1
Geography	N	57.4	58.9	74.0	73.6	84.5	80.7	66.4
	M	49.8	59.7	72.7	68.7	76.5	84.5	69.0
Physiology, Hygiene	N	—	—	—	—	—	91.5	84.2
	M	—	—	—	—	—	87.8	87.2
Arithmetic reasoning	N	57.4	62.3	79.4	78.5	87.7	88.8	80.1
	M	52.4	64.9	77.2	75.3	86.9	87.6	80.3
Arithmetic computation	N	56.2	59.3	83.1	83.8	91.6	92.9	81.9
	M	55.6	60.4	77.2	77.3	95.2	88.8	80.4
Average score	N	57.0	62.7	77.7	74.1	87.8	87.0	77.8
	M	50.5	61.1	73.7	72.4	82.7	84.5	76.5
Average grade placement score	N	4.5	5.0	6.4	6.0	7.8	7.6	6.4
	M	4.1	4.8	6.0	5.8	7.1	7.4	6.2

5. The native pupils of fifty-six of the matched pairs excelled the migrant pupils on total score; the migrant pupils of forty-one pairs excelled the native pupils. The number of native

pupils and of migrant pupils that excelled in each age group is listed in the following tabulation:

	Native	Migrant
9 years	3	2
10 years	6	7
11 years	13	5
12 years	12	12
13 years	12	8
14 years	5	4
15 years	5	3
 Total	 56	 41

*General Conclusions.* The native pupils of this study as a whole and of each age group were found to be definitely superior to the migrant pupils of equal chronological age and mental ability in total educational achievement as measured by the *New Stanford Achievement Test*. Such a conclusion is to be expected. Native pupils on the whole have probably had the benefit of continuous schooling and a high quality of educational opportunity, both of which have been denied at least in some measure to large numbers of migrant pupils. Such previous school experience can be expected to produce superior educational achievement.

The superiority of the native pupils was most marked in reading, literature, and language. In general knowledge, as measured by the tests in history and civics, and geography, and physiology and hygiene, the superiority of the native pupils was definite, but less marked. In the drill subjects of arithmetic and spelling, the achievement of the migrant pupils was more nearly equal to that of the native pupils.

#### RECOMMENDATIONS

One of the purposes of this study was to determine what changes in the educational program will be helpful in meeting the needs of migratory children. Many educators seem to have taken the fatalistic view that migratory children are so greatly retarded that there is no possible way to help them make a normal

achievement in school. The results of this study show that migratory children are retarded, particularly in the language arts. But the fact that the difference in the achievement of the two groups is fairly small seems significant. Certainly the migrants are not too retarded to profit from an enriched educational program planned to meet their needs.

This study revealed a need for orientation classes for (1) migratory children coming into the system who have been out of school for a long time; (2) migrant children who are retarded in one or more subjects and need more individual instruction than is possible in regular classes; and (3) migrants who are unable to make a satisfactory social adjustment in the new community and school environment. Many children would do better work in an ungraded classroom.

Most migratory pupils need special instruction in reading. Some of these children have never learned enough words to read the books on their own grade level. These pupils should be given easier books on subjects of special interest to them until they have mastered a reading vocabulary which will enable them to read more difficult books for pleasure and information.

Other migratory children are "word-callers." For these children, reading is nothing more than a process of naming words as they appear consecutively on a page. They should have remedial instruction in order to achieve all the advantages of normal reading ability.

The great majority of migratory pupils have been handicapped by limited library facilities in the schools from which they came. They need help in selecting books on their reading level to fit their interests and meet their needs. If they receive this help, they may also be led to develop other reading interests and a taste for good literature.

Educators in California should continue to make individual as well as concerted effort to have the measures recommended by the Conference on Education of Children of Seasonal Workers<sup>1</sup>

<sup>1</sup> Helen Heffernan, "Report of Conference on Education of Children of Seasonal Workers—Fresno State College, December 9-10, 1938," *California Journal of Elementary Education*, VII (February, 1939), 191-192.

at Fresno State College, December 9-10, 1938, carried out in every community where migratory children temporarily reside.

Teacher-training institutions should provide special courses which will help teachers to recognize the needs of migratory children and meet those needs more effectively.

Salary standards equivalent to those set up for other specialized fields of teaching should be adopted for teachers in schools for migratory children in order to secure the services of well-trained teachers.

Provision should be made by school authorities for the in-service training of teachers already employed in migratory schools. This in-service training might be effected through a series of workshops conducted by some individual familiar with the problems of migratory schools or it might be accomplished through extension courses by teacher-training institutions.

Through a public relations program, the parents of migratory children should be prepared to accept an educational program which makes these provisions:

1. Ungraded classrooms with instruction adapted to the individual needs and abilities of the children regardless of grade.
2. Large curriculum units in which children of varying ages and abilities may participate.
3. A variety of books for informational and recreational reading selected to fit the interests and reading abilities of the children for whom they are chosen.
4. Fewer formal recitation periods and longer periods for planning, study and experimentation, discussion, and evaluation of work on the current phase of the curriculum unit.
5. A greater variety of activities including nature study, creative art, music, dramatic play, rhythms, craft work, construction, entertaining, and being entertained.
6. Utilization of educative resources within the community.

The Children's Charter of Rights must be guaranteed. This charter represents the conclusions of the White House

Conference on Child Health and Protection called by President Herbert Hoover in 1930.<sup>1</sup> It sets forth in nineteen principles what American childhood has a right to expect of modern civilization.

Before these rights can be guaranteed, however, the general attitude toward migratory children must be improved. Gladys L. Potter describes this desirable attitude most effectively in these words:

The children of seasonal workers are not stupid. They may be hungry and may have had few school opportunities before coming to California; they may be tired and cold and afraid, but, foreign or American born, they have more capacity than we have frequently given them credit for. We have been too ready to judge them by standards we have no right to use; we have been too concerned about grades, and pages in a book. We must be more concerned with basic social attitudes that will insure more acceptable living *now* and better citizens of a democracy. Feelings of security and a chance for successful accomplishment are more important to these children than any subject matter, for with security will come ability to learn and without it no amount of driving on reading or spelling or numbers will be very effective.<sup>2</sup>

<sup>1</sup> *White House Conference 1930: Addresses and Abstracts of Committee Reports.* White House Conference on Child Health and Protection called by President Hoover. New York: The Century Co., 1931, pp. 46-48.

<sup>2</sup> Gladys L. Potter, "Specific Suggestions for the Organization of Instruction in Emergency Schools," *California Journal of Elementary Education*, VII (February, 1939), 148.

## TEACHER-PARENT CONFERENCES

HUBERT C. ARMSTRONG, *Director of Research,  
Oakland Public Schools*

Aside from the everyday artistry of the schoolroom that returns to their homes happy, well-taught children, perhaps nothing that teachers do is of more importance than their conferences with parents.

Recently an educator was asked what he considered the most important single problem in American education today. He replied: "I can think of nothing more important than to develop in parents an appreciation of the significance of public education in a self-governing society. Only a socially informed people can remain free."

Parents understand public education and schools in terms of their own experiences. Too often they must rely on their childhood memories. In the meantime, schools have changed. To understand present day or modern schools, parents need new experiences and contacts with them. The results they see in their children, neighborhood gossip and discussion, public sources of information, and a few casual contacts with the school itself are their chief sources of information. Both schools and parents would understand each other better if each knew more of the other. Discussions between teachers and parents of the aims and methods of education in general, and of the welfare of their own children in particular, is an essential part of public education in a self-ruling society.

The home probably exerts more influence on the child's life than does the school. The family sets the pattern of conduct, language, manners, and morals that the child accepts as he accepts his parents. The home and neighborhood are the backgrounds out of which come the child's experiences. These expe-

riences give meaning to his language of words and numbers. His learnings at school gain much of their significance and meaning from his life outside.

Home and school are supplementary to each other. The education of a child is the total of his reactions, that is, his experiences. Both parents and teachers need to know what these experiences have been. But these can never be completely known nor understood, not to say transmitted. At best, we can indicate only the general nature of these experiences and, even then, the child's reactions and verbal reports are our only clues. Usually the child's behavior and talk about himself, his home, his school and everyday life indicate the sort of life that he is living. But both the teacher and his parents interpret the child to themselves in terms of their own experiences. Parents cannot know what sort of person the teacher thinks the child is unless they talk with the teacher; and teachers can learn to know the child through the parents' eyes only by talking with and becoming aware of the attitudes of the parents.

#### AIMS OF PARENT-TEACHER CONFERENCES

The focus of parent-teacher conferences is the relationship of the teacher, child, and parents. Almost anything can be accomplished for the child if those relationships are such that friendliness and understanding predominate. Almost nothing can be done otherwise.

The parents should be helped to understand the child in school as a developing, learning, unfolding person—not merely as a curriculum-absorbing unit. They should know the aims, methods, and practices of the school and also of the teacher concerned. If the teacher knows and can state simply in terms of a very few points the results she hopes to secure in the children, and how she expects to do so, most parents will welcome the discussion. There is no idea or practice in education that cannot be stated in the simplest language. Furthermore, almost every parent will understand without being talked down to. For

example, the fourth-grade course of study in social studies is simply the people or countries that the children study. Experience curriculum means merely that we base teaching and learning upon the child's experiences as well as upon books. The educational objectives, to parents, are the things that they think their children ought to learn. They are particularly sensitive to the talents, shortcomings, and behavior of their own children. Usually their opinion of education in general is affected by what and how their children are taught.

Parents should know what teachers expect of children. This is especially true if a child is difficult to manage, or if he is conspicuously different in some other way. Frequently a discussion of practices will result in the parents' understanding of the methods used at school, and the teacher's understanding, in turn, of what disciplinary methods are used at home.

Parents should know what a child is doing at school. This can be done most easily if examples of the child's work, books he uses, the projects he has had a part in, things he has made, committees he is on, other children he is working with—not the section he is working in—are brought out in a matter-of-fact way during the visit of a parent to the school.

Parents should understand what teachers mean to convey on report cards. What S, S-, X mean to teachers should be known unmistakably to parents. If a child is above or below average in ability and the teacher has given him an S, the parents should be told plainly and simply what is meant. The explanation need not be made in a way derogatory to the child, to illustrate: "Even when George does his very best he gets discouraged trying to keep up with the others. We feel that it is unnecessary and wrong to make him try to work up to a standard he can never reach. He has just as much right to respect himself for doing his best as any other child has. We, in turn, respect him not only for what he does, but as a personality in his own right."

Parents should know the teacher's opinion of what the child needs for further development. A teacher can indicate what types of work will be encountered in the next grade, what

are the child's needs for improvement, and particularly what are the child's most promising possibilities.

The teacher should be helped to see the child as a member of a family and a community. In this area the teacher cannot press inquiries without trespassing. She may, however, inspire an unlimited amount of well-placed confidence. The attitude of one parent toward being questioned was stated thus: "I don't mind telling almost anything, but I don't want to be asked." A teacher may learn of very important factors that are affecting a child. Playmates, relatives, gangs, close friendships, may be discovered that are worth discussing in some detail. The interests, abilities, skills, activities that characterize a child's daily life need to be known in a general way so that his school life may help him to think through some of his own matters of concern.

Good public relations are often stated as an objective of parent-teacher conferences. It appears to the writer that they are a result rather than an aim. Good public relations grow out of good educational practices. Poor public relations often attain proportions beyond the significance of their origin but, when this happens, it is often due to personal quarrels, arguments, or some conspicuous loss of face that has turned resentment to slander.

The parents' general knowledge of education is important. There are many school matters about which parents sometimes inquire. These offer the teacher excellent opportunities. Provisions of the law regarding attendance, source of revenue, health, required subjects, may be discussed or referred to another person who is more familiar with the problem. Often sending a parent to someone else means that further inquiry will not be made. To secure the information oneself and later inform a parent would be a cordial gesture.

It should be one of the major purposes of school-parent conferences to help parents know and understand not only the ideals of education, but also the facts, conditions, problems, rights, and limitations that characterize education today. Parents should feel that they are on the inside of the situation, if we are to have community schools and really democratic education. They

should feel that they are a part of the schools. Occasionally a parent gives the impression that he wishes to dictate to the schools and become the sole authority for what education must be. This is somewhat more likely to happen when, for some reason, he is dissatisfied, or when he feels he has little or no voice in educational affairs. He feels that way, often because he is aware of his own weakness and because he feels that teachers, principals, and superintendents themselves want to dictate to him. It is his defense against professional authoritarianism and administrative dictatorial policy. Public education in the United States must not be dictated at all, neither by one parent, a minority, the majority, the teaching profession, nor even by the community.

Dogmatic, opinionated, or heated criticism of schools is more likely to be bred of ignorance or of partial information than from an examination and discussion of the problems of education as a whole. Furthermore, the more people know about their own institutions, including the schools, the more likely they are to express discriminatory judgments rather than wholesale acceptance or condemnation. The more people feel themselves a part of their own educational system, the more they will consider it one of their most priceless rights, improve it, adapt it, and protect it against every form of constriction. The people will do this, however, only when schools serve and promote the general welfare of all the people through maintaining a literate, freely informed, and socially intelligent citizenry. When parents are apt to criticize, we need to give them *more*, not less, information.

Most of our own educational problems are not now, and never will be, solved. Education is a process—a problem in maintaining social intelligence—not a system to be perfected, stabilized, and let alone. Many teachers and principals are too defensive about unsolved problems, distressing alternatives, and mistakes. Those responsible for the administration of the public schools take criticism too personally. It would be better to be more honest with parents, to admit the magnitude of the problem, to examine critically the mistakes, to talk over failures, to seek counsel, and continually to readjust teaching and administration

to meet the problems of society. To admit imperfection is to invite tolerance and aid from friends. But what of the enemies of the public schools? They already suspect greater imperfections than perhaps exist. Educators who assume a defensive attitude can do little to remedy the imperfections in the public schools, and they further jeopardize the schools by not being thoroughly honest. If the schools need defense it must come, not only from teachers and administrators, but from an informed, interested public.

How can this be done? It cannot be done primarily by public utterances, speeches, or public relations programs but by the nature of daily contacts with children and parents. The kind of contacts made with parents is more important than the number of them.

#### THE CONFERENCE RELATIONSHIP WITH PARENTS

The success or failure of a conference with a parent depends almost entirely upon the personal relationship that exists between the parent or child, and the teacher or principal. This relationship is determined by two factors: first, the emotional or feeling tone that each has toward the other; secondly, the community reputation of each.

The parent's attitude toward the teacher depends upon whether the parent thinks the teacher likes, or at least respects as a person, his child, and what the child has said at home. Almost all parents overlook minor difficulties, and they know that children do not always give reliable reports, but when the child is chronically dissatisfied parents become concerned. They are most sensitive to what they feel is a personal injustice, or to the teacher's failure to interest the child, or to his unsatisfactory progress in school.

The parent is also deeply concerned as to whether children like school and are eager to attend; whether or not a child is making reasonable educational progress. Parents do not think in terms of I.Q.'s, reading ages, sections, and so on, and they usually make allowances for individual peculiarities; but when their

child does not learn so well as they think he should, they seek the reasons. They want to talk over such problems with the teacher. If, however, they feel the teacher is not employing methods that are suitable for their child, they are apt to conceal their disapproval, lest they offend her.

The parent is interested to know whether the teacher is kindly disposed toward children or is overly annoyed by them. Everyone is sometimes annoyed by children. Parents themselves are. They realize that teachers also work under a stress. If teachers become angry, parents usually hear of it. The writer doubts whether parents generally object to a bit of righteous indignation on occasion, provided the teacher does not become severe with children at such times.

Occasionally teachers give parents an erroneous impression when the latter come to visit. It happens something like this. A parent drops in unexpectedly. The teacher stops what she is doing and says to the children, "Take out your library books. I'll be busy for a few minutes." She knows library books will take the attention of most of the children. There are a few, however, who will soon start talking, walking about, or will thumb through one book after another without reading. She hopes the children will be quiet enough so the visiting parent will not think she has poor discipline. The conference begins. Before two minutes has elapsed, a child is standing beside her desk, open book toward her, a finger held below a hard word. The teacher looks, pronounces the word, and returns to the conference with the parent. Up comes another child who stands patiently while the visiting mother talks. The teacher, who cannot pronounce words and listen to a visitor at the same time, turns to the children (there are four waiting in line by this time) and says: "No, go on back to your seats. Don't you know I've told you not to bother me when I'm busy?" She waves them back and they go, but they soon start asking other children what the new words are. The parent thinks the teacher's first loyalty is to the children, whereas the teacher thinks the parent feels the teacher's first loyalty is to her.

Parents respect the ability of a good teacher, but they must rely on indirect evidence. The following factors are important in forming this opinion:

1. The teacher's community reputation as a teacher. Parents talk. What they say to their neighbors often is more complimentary or more derogatory than what they say to the teacher herself.
2. The child's school progress. Parents cannot get the same view of a child's school work as does the teacher. They cannot judge silent reading accurately. They depend upon the child's oral reading for their estimate. They rarely see his blackboard writing—only his letters to grandmother. Spelling is often oral; phonics is skill in not being stopped by a new word. Arithmetic is usually simple, oral adding, repeating the multiplication tables, and doing store errands reliably.
3. The teacher's breadth of professional training and reading in areas outside the immediate classroom. Child development, health, personality development, social understandings, are matters upon which teacher competency is often judged, especially by better informed parents. In these days of parent education classes, radio talks, and the general public interest in the care and education of children, more and more parents are well informed. When teachers are less well read, or reveal an unfamiliarity with newer educational practices, the profession suffers. Occasionally glaring mistakes are made when teachers talk down to parents who are better informed than they.

The parents recall their own experiences in school. Parents of today are products of the good old days. Occasionally a parent is found who has had some highly embarrassing or face-losing experience in his own school life. Such experiences operate years afterward and are often responsible for antagonistic attitudes now. Sometimes it is possible to learn of such early experiences, but it is not very profitable to encourage the dis-

cussion for it only revives old feelings, and verbal commitments that are once made need to be lived up to. It is preferable to create a new attitude through a new type of relationship.

Parents are influenced by the extent to which they may make suggestions without feeling that by doing so they are prejudicing the school personnel against their child. Sometimes strained relationships continue because some dissatisfaction cannot be freely voiced. In this matter, unlike old unfortunate experiences, difficulties of any sort should be brought out into the open, given free discussion, and remedied if possible. In handling such matters, these are important things for the teacher to keep in mind:

1. To permit a parent to say all he wishes without interruption, but don't wait in grim silence until the very last word has fallen.
2. Not to be defensive and excuse every imperfection.
3. To offer alternatives to the parent so he may make choices.
4. To let him see, if possible, that no perfect alternative exists. (So far as the writer knows this is true.)
5. To agree upon some remedy for the existing dissatisfaction.
6. To let the discussion proceed in such a vein that the personal respect of both the parent and teacher is preserved.

When parents have grievances they often feel too ill-informed to defend easily their position against a teacher or principal. It is for this reason that they lose face as well as their cause. On such occasions, courtesy and graciousness dictate that the principal or teacher find some well-taken point to acknowledge. Often, too, parents express in simple language just as profound ideas as to educators in "pedaguese." Educators should learn to look for the meaning in parents' contributions to a discussion.

When only a few parents are seen by teachers, and then only those who have grievances, the cumulative effect on teachers is to make them feel that they are to be criticized when the next parent comes. The remedy is to see more parents.

Teachers need to hear the praise and appreciation that by far the great majority of parents feel. A cordial professional attitude on the part of teachers and administrators toward parents is to be cultivated.

Most teachers and principals have wholesome attitudes toward parents. A few exceptions are discussed here:

1. When unpleasant relations have arisen, or there are personal animosities, there is but one rule: be polite.
2. A parent who has, for one reason or another, gained an undesirable reputation among the teachers in a school offers a difficult problem. In general, unpleasant relationships are prolonged and perpetuated by the retelling of incidents, for trouble is often anticipated by others. It is best not to repeat unpleasant incidents.
3. It appears to be a part of American human nature to be evangelical—to enjoy converting others to one's own point of view. This often leads one to reject those whose opinions differ from one's own. Teachers and principals sometimes need to cultivate a tolerance of those whose lives or opinions do not meet with their own personal approval.
4. As professional people school teachers must attempt to understand people rather than to blame them. To do this they must often refrain from sitting in judgment upon them and look rather at the conditions of life that made them so. This is difficult to do unless they have cultivated an appreciation of persons for what they are, or for what they may become, or even for them as they imagine themselves to be.

#### VARIOUS MATTERS FOR DISCUSSION IN CONFERENCES WITH PARENTS

The progress of the child in school is obviously the central matter for discussion. In this discussion the child had best be considered always as a person—never as a case or problem or an object of teaching subjects. The child's life in school and out, his interesting characteristics, his developmental needs, are uppermost in the parents' minds.

If a child is not doing so well as he might at school, most parents are inclined to want to help him at home. If there is any way that a parent may be of help, such ways should be discussed with the parent. For example, if a child needs to do some oral reading, arrangements may be made to have him do it at home. If a child encounters difficult words in his recreational reading, it is important that the parents understand that the child should look at the word and himself pronounce it, after being told what the word is. Another example is the parents' role in developing a child's spoken vocabulary. This will occur if the members of the family broaden their own vocabulary usage. In the field of arithmetic, parents can frequently help by providing outside experiences with numbers that will make school work more meaningful. The experiences might include keeping records of personal allowances, expenditures, and shopping.

Occasionally parents are asked not to help children with homework and nowadays many parents understand that there are some kinds of instruction that they should not attempt to give a child. It is well for this to be explained when parents are in doubt or when they feel they do not understand why this attitude is taken. It may be pointed out, for example, that only in beginning reading is there any particular danger of help at home resulting in learning difficulties. In the field of arithmetic the danger lies only in differences in methods of calculation. In general, parents may also be made to understand why homework is not a part of the regular instructional program, and why it is believed that what a child does at school is usually sufficient without extra work at home.

Many parents want to know about modern instructional methods. Frequently the remark is made, "schools don't teach phonetics any more." This, of course, is not the case, and the difference between teaching phonetics before and teaching it after children already have a basic sight-word vocabulary is a point that should be clarified to give an understanding of this difference. There are other questions that might be answered: when and how is the alphabet taught? Why are schools using

manuscript writing first and cursive writing later? When does instruction in writing end? When is beginning reading taught? How is it taught? What is the relationship of a prereading program to reading proper?

Another area is in the field of child management. Frequently a parent can reveal to a teacher sensitivities of the child to certain disciplinary methods and ways in which the child can be managed with a maximum of interest and application, and a minimum of resistance and friction. It is not safe to assume that because a disciplinary method controls the child it is necessarily a good one.

A word needs to be said about the areas of a child's life that need not be communicated to parents. The writer feels that children's personalities need to be respected and that some things that go on at school need not be discussed with parents. This is in no sense a matter of deception but rather one of respect for a child's rights as a person.

#### SUGGESTIONS FOR CONDUCTING CONFERENCES

The basis on which parents come to school is important. They should not be sent for but rather invited. The principal of the school should always know (a) that a conference took place and (b) the general matter under discussion. The general nature of the outcome of a conference with parents should be recorded in the Individual Guidance Record Book. Observation of such matters as temperature, drafts, the direction of the light will add considerably to physical comfort during a conference. It is not always advisable to sit at a desk and talk across the desk in an official way.

Other suggestions for conducting the conference may be summarized as follows:

1. Don't appear to outtalk a parent. This is especially important when a matter of disagreement arises.
2. Don't interrupt to make a point of your own. It is preferable to make a note so that the point may be mentioned later.

3. Listen to what the parent is saying. This does not mean merely being silent while the parent talks but listening with an attempt to hear, understand, and appreciate the parent's point of view.
4. Avoid discussing other children, especially those in the room or any child the parent knows.
5. Hear criticism fully. Get suggestions. Never give the notion that nothing can be done about it. You may, however, state a number of alternatives or refer the parent to another person.
6. Avoid arguments—they are only a cloak for the feelings.
7. Don't attempt to go beyond what the parent is ready to accept. Every person understands only in terms of his own experience and thinking. However, it is preferable to overrate rather than underrate a parent.
8. Inquiries regarding personal or family matters are usually inadvisable and frequently offense is given if inquiries are made that force the parent to face embarrassing problems.
9. Never repeat any matter of a personal nature about a child or a family to other persons, whether teachers or not, except when professionally necessary. There is great danger in teachers communicating, and thus spreading to others, matters of a personal nature. This is a great professional weakness in some instances.
10. When requests are made of parents regarding placement of children, or in any matter toward which they are apt not to be favorably disposed, it is almost always preferable to offer alternatives and to permit the parent to choose the more desirable alternative from his point of view. It is sometimes preferable to permit parents to take a course of action which is believed unwise. Parents are inclined to blame educators for whatever may happen following their forced acceptance of an arbitrary decision. Often the point of argument is of little practical consequence. Sometimes permitting parents to take a mistaken course

of action will be of benefit in the long run. Sometimes they are more correct in their judgment of the child than is the teacher because of their longer and broader experience with that child. On the other hand, it is sometimes very undesirable to make a concession to parental demand. This is especially true when obvious disregard for the child's welfare is involved, or when school policies are difficult to maintain if exceptions are made, although this last objection is a stock method of administrative rationalizing.

11. Cultivate a relationship of equality during the conference. At school the teacher is on her own ground; at home the parent is most at ease.
12. Accept and respect the personality of the parent in other ways, as is done in matters of religious beliefs.
13. Avoid expressions that imply blame. Never speak disparagingly of the earlier teaching of a child.
14. Let parents know what you would like to accomplish during the conference.
15. Be completely honest in matters of fact.
16. Frequently matters of judgment, or opinion, should not be stated unless asked for.
17. Approach every conference expecting it to be interesting, pleasant, and a new adventure in understanding human beings. Remember that most parents identify themselves with their children. What their children do, they feel, reflects them.

The final effect of any conference with a parent will be his private reaction to it. What a parent thinks or says to himself after a conference, and likewise what the teacher says to herself or others, indicates the extent to which the conference has been successful.

Few of us realize how sincerely parents desire a feeling of personal friendliness between their child and the teacher. They

will go to almost any length to avoid prejudicing school personnel against their child. When a child gets a low mark on his report card or is punished or threatened with failure, parents will sometimes keep silent to avoid trouble. They don't want to appear as oversensitive, complaining, critical, or unco-operative. They do this because they value so highly the friendliness of teachers. Teachers and administrators can best help parents by seeking them first at such times and cordially taking them into their confidence.

## OPPORTUNITIES IN THE PRIMARY GRADES FOR DEVELOPING SOCIAL COMPETENCY

RUTH CITRIN, *Teacher, Malaga Cove School, Palos Verdes Estates*

Because the American way of life is completely dependent upon the continuance of democratic government, it is clear that the primary obligation of education is to vitalize the democratic process; for, in the final analysis, understanding the present status of American democracy and planning a practicable program of action rests upon a comprehensive program of education. Education alone cannot protect and advance democracy, but it is fundamental to the entire process. Public education by training the individual to become a competent, participating member of society provides the key to true democracy. To the extent that organized education is a force in society, it helps to preserve democracy by providing a continuous reconstruction of the social outlook to meet the needs of an everchanging society.

Education must help children develop the rudiments of social consciousness. The building of social sensitivity and understanding must begin in the earliest years if the citizens are to attain the competency necessary to face and solve social problems and to deal intelligently with unforeseen conditions. This calls for an educational program adequate for the attainment of these ends. Social understanding, if developed and fostered throughout the school years, will make for a new type of social being, competent to vision, plan, and execute those desirable ideas which are basic for cultural reconstruction.

In every classroom many situations arise during the day that provide opportunity for the teacher to guide the children toward social action and thought. The activity program contributes greatly by interpreting to the children the environment in which they live, thereby fostering the beginnings of social sensitivity and understanding. An integral part of the activity program is

dramatic play during which the children reconstruct community experiences and living and commence to develop tolerance, sympathetic understanding, and a realization of their interdependence. The following actual classroom playtime situations illustrate how five-to-eight year olds are developing desired social attitudes, skills, and understandings.

#### LEARNING HOW CITIZENS LIVE TOGETHER

The children had just completed the fire station and eagerly awaited play period. Needless to mention, the entire city seemed to be on fire during the first playtime. The sirens on the fire trucks screeched, the people ran out of their houses yelling, the hospital was full, and normal activities ceased. The children had such a good time! The second day was much the same. Just before play period on the third day the fire chief said he would like to talk to the group.

"Listen you guys," said he, "I don't think we're playing right. We're not acting like the real people in a real city act. We've had too many fires. Remember when we went down to the fire station? The fireman said sometimes three or four days go by without a fire."

"Yeah," interrupted another child, "but we want to use the hook and ladder truck and the pumper and the net. What did we make 'em for then?"

"Well," answered the fire chief, "we can still use them, but not so much. Or maybe we could have little fires and not big ones in the middle of the town."

"No one else can play," said one of the girls. "We can't talk because the sirens make so much noise. Nobody stays in the stores. Everybody goes to the fires."

"Did j'a ever hear a quiet siren? Was the one on the fire truck down at the fire station quiet?"

The teacher asked them to decide what they wanted to do.

"Let's say we can't have more than one fire during a playtime," said a boy.

"Heck, no—that's no fun. What'll the firemen do the rest of the time?"

"They can polish the trucks. They can go to sleep, or they can play horseshoes."

"Let's vote," said the fire chief. "How many say we'll have only one fire?" All except one said only one fire.

"O. K.," said the chief, "only one fire today."

This incident shows how children can face a situation, discuss it, and reach a satisfactory solution. The teacher was waiting for some sign of dissatisfaction, and, if none had presented itself, she would have brought up the matter for discussion at the end of the third play period. The fact that she did not have to do so showed that at least one child sensed that a situation had arisen which had to be faced. He was the leader, but the children's reactions indicate that they too were ready and capable of facing the situation with him.

#### LEARNING SOCIAL CONVENTIONS

During dramatic playtime one of the little girls impersonating a woman in the community went to the hotel and stayed two days. When she decided to leave, she just walked out. The clerk became upset because she didn't pay her bill, and asked to discuss the incident with the group before playtime was over. "Because," he explained, "if Jane does that, everyone else will try to do it, maybe."

Jane was asked to explain her actions. She said she didn't have any money to pay the clerk, so she just walked out. When asked what she should have done, this little first grader said she didn't know. Some of the following suggestions were offered by her friends:

PUPIL: If you don't have money, you can't stay at a hotel.

PUPIL: You should stay with a friend.

PUPIL: You should go to the bank and get some money.

TEACHER: What should she do if she has no money in the bank?

PUPIL: She should ask a friend for some.

PUPIL: She should go to the hotel man and tell him she wants to stay, but she doesn't have any money.

PUPIL: Maybe he'd let her work in the hotel so she could earn money to pay her bill.

From such a discussion Jane gained insight probably for the first time in her life that certain actions are approved and others

disapproved. Her actions during playtime were individualistic. She did what to her was right. She had had few experiences in which she had to consider her ways of behavior in a social light. Such an experience helps to build a background which she will use in new situations. She is beginning to see aspects of her environment that formerly escaped her, and as a result will be ready for more complex activities and relationships.

#### LEARNING NEIGHBORLINESS

Jimmy and Ralph were having an argument, not entirely verbal, about who was to have a particular saw. The boys were asked to put down the saw and discuss the matter calmly. Jimmy said he needed the saw. Ralph said he needed the saw.

JIMMY: I'm making a high chair for the restaurant.

RALPH: I'm finishing the ladder on the hook-and-ladder truck, and I need the saw.

JIMMY: Well, I've got to make the high chair right away because the mothers have to have a place to put their babies when they come to the restaurant for dinner.

RALPH: And I've got to have the saw to finish the ladder. What would happen if there was a fire and we had to get to the top story of a building?

TEACHER: Who then should use the saw first?

RALPH: The mothers could get along without the high chair. They could hold their babies, but the firemen just have to have the ladder.

JIMMY: O. K. You can have the saw now and I'll make the high chair later.

Such conflicts are common with young children. Yet nearly all can be solved as readily as the one described. The loser did not consider himself so because he was willing to yield to the facts. The winner did not feel superior. He merely won the decision because the facts were such as to merit it. Children who are taught in school to deal with conflicts by calmly weighing and acting upon the evidence will be more likely to prefer and use rationality in dealing with conflicts in adult life.

## GAINING SELF-CONFIDENCE

Jim, a second grader, asked Bill, a first grader, to repair his plane for him. He brought him the wheels and told him to put them on while he was working on something else. Bill did as he was told. The following took place during evaluation period:

BILL: Today I put these wheels on Jim's plane.

CLASS: The wheels are too big.

BILL: Well, he gave me these wheels to put on.

TEACHER: What do you think about the size of the wheels, Bill?

BILL: They're too big.

TEACHER: Did you know that when you put them on?

BILL: Yes, but Jim told me to.

TEACHER: Do you feel that Jim knows more than you do?

BILL: He should. He is in the second grade.

TEACHER: Yes, he is a second grader, but who knew more about this, you or Jim?

BILL: I did.

TEACHER: Why do you think so?

BILL: Because I knew they were the wrong wheels, and he didn't.

TEACHER: Well, then, if such a thing were to happen again, what should you do?

BILL: Tell him he's wrong?

TEACHER: What do you think?

BILL: Tell him he's wrong.

This experience was profitable for Bill in more than one way. He learned that a second grader isn't necessarily smarter because he happens to be older and in a higher grade. He gained self-confidence because his judgment proved sound, and his classmates recognized this.

## GAINING A SENSE OF PUBLIC GOOD

In the far corner of the room is a small airplane hangar which is usually used as a refueling place for transcontinental planes. One day during play period Bob claimed it for his own. When the planes attempted to land there he refused to permit them to do so. Play was suspended as the pilots said they

couldn't continue their flights without being refueled. Bob was insistent that it was his private airport. The problem had to be solved. Both sides then and there presented their cases. Because the planes were forced down, the mail was delayed; Nancy didn't get to New York to meet her mother; and Barbara's sick child did not get to a doctor in time and died as a result.

Bob was faced with the facts. A private airport was nice to have, especially this one because it was a secret one high up in the mountains. But if the mail didn't go through on time, and Barbara's child died, then maybe he'd better give up his airport. This he did, and because the decision came from him, Bob bore a grudge against no one. For giving up his personal pleasure for the good of the group, his friends suggested that he could be the pilot of any plane he chose.

Here is a case where a child was willing to sacrifice personal pleasure for the group good after the facts had been presented to him. He was sensitive to the social implications and was willing to admit he was wrong. Because he did forego personal pleasure for the welfare of others, he received recognition from the group, which gave him very evident satisfaction.

#### LEARNING TOLERANCE

Kiyomi, a little first-grade Japanese girl, seldom spoke voluntarily before the other children. Her poor English and her naturally shy disposition formed a combination which made her seen but not heard. After a six-month period she became acquainted and volunteered to relate to her friends from time to time what she had done after school and on other occasions.

Many of the children had developed a so-called grammatical ear. When Kiyomi said "me and my brother" did so-and-so, there were soft but definite corrections of "my brother and I." Just once did the teacher remind the group that Kiyomi had spoken but little before the group. From that time on anyone criticizing Kiyomi's speech was figuratively "pounced upon" with replies such as, "she's doing all right," "she's talking

much better," and "give her time, she's trying to think of the word."

#### ANOTHER EXAMPLE OF TOLERANCE

Jerry transferred to a different school late in the year. He was fascinated by the city. The houses, cars, stores, trucks, and boats lured him. In order that he become oriented he was allowed to play quietly by himself while the others worked. Everything went satisfactorily until playtime. He disrupted community life by running his truck along the rooftops, piloting a liner down the main street, dashing away with fruit and groceries without paying for them, plunging his car off the pier. The teacher in reply to protests explained that Jerry had never had the fun of playing in a city and did not know what was expected of him.

"Well, all he has to do is act like real people do in a city, that's all," said one child.

"We can tell Jerry when he isn't playing right," said another.

"I'll help him if he'll try to play *with us*," said still another.

The following days were trying for both Jerry and the children. He could not learn to play with the children in such a short time, and the group having forgotten their own early unorganized play periods, could not understand his antics which were contrary to the standards the group had come to consider good play conduct.

By recalling play period incidents which occurred during the first weeks of school, and by explaining that Jerry would now be playing just as well as any other group member had he entered school with the others, a spirit of tolerance was established. This was noticeable by the willingness to ignore most of Jerry's unrealistic play though the group could criticize severely another class member who attempted the same thing.

#### LEARNING HEALTH HABITS

The health check-up in the morning, the midmorning lunch, the noon lunch, the rest period, and toilet habits are expe-

riences which are basic to the development of understandings and attitudes toward maintaining personal health. It is not an unusual thing to hear one first grader tell another to "cover his cough," or to go to the drawer to get a paper handkerchief. The story of germs is presented not as something to fear but to know about as one knows about other things. To cover one's cough or sneeze is a matter of courtesy as well as safety.

The attitude that children should come to school at any cost has changed. Teachers are realizing and stressing in class that a child with a cold should stay at home so as not to expose others.

Children in the primary grades are building up a positive attitude toward doctors, nurses, and dentists. There is not the fear among children that once was so prevalent when members of these professions entered the classroom. Germicides and bandages are a part of each room's equipment, and children ask the teacher to apply these to their cuts and bruises. It is all a part of living. As these children continue such procedures throughout school, they will be much more competent and intelligent adults in what they will do and expect in the field of preventive medicine.

The foregoing classroom experiences would indicate that the children are happy. It is a different kind of happiness, however, from that which comes with cutting "pattern pictures." This is a richer, deeper kind of happiness—that which accompanies the feeling of adequacy and competency. It is a fundamental happiness which gives promise for a future optimistic outlook on life which is necessary to the satisfactory solving of the problems which arise in daily living. These few illustrations may have helped to give some insight into the responsibility which falls upon the primary grade teacher to provide a variety of life situations wherein each child on his own maturity level may develop the necessary attitudes and appreciations which contribute to the building of social competency.

## VENTURA WORKSHOP IN THE ARTS

W. K. COBB, *County Superintendent of Schools,  
Ventura County*

A workshop provides a laboratory situation in which educators come to work together on mutual problems and interests which have arisen out of their professional experience. The workshop seeks to provide that combination of experiences which will most effectively meet the individual needs of those who participate in it. To some the workshop means a chance to work on an important interest or problem. To others the workshop means the stimulation of small groups for discussion, or conferences with competent people. To many the workshop means the opportunity to contact others with like experiences, and with them seek solution of mutual problems. To some the workshop means a well-rounded, enriched summer's experience, made possible through the interplay of professional, recreational, and social contacts. To some the workshop means opportunity to experience at firsthand, the application to teacher education of the experience curriculum, with its emphasis on teacher guidance and teacher-pupil initiating, planning, executing, evaluating of professional activities. In the workshop participants and staff members are one. To still others the workshop provides opportunities to obtain release which comes from creative activity. A workshop provides opportunities for a participant to grow as a person.

The summer workshop is not the place for the person who does not appreciate the advantages of exchanging ideas with others, who feels that he is not learning unless he is listening to an authority, who does not know how to work with a group, or whose primary concern is scholarly research without reference to its application to professional education. Those profit most in a workshop who are most conscious of the job to which they will

soon return. Experienced teachers who know their needs profit most from workshops. The democratic sharing of interests and experiences and the mutual growth on the part of consultants and participants distinguish the workshop from the ordinary lecture course.

#### PLANS FOR THE WORKSHOP

Realizing the wide range of opportunities possible through such an endeavor, the staff of the office of the Ventura County Superintendent of Schools made tentative plans in the late spring for a workshop in the arts for Ventura County teachers. The dates set were the four days of September 2, 3, 4, and 5, because it was felt that teachers would be freer at this period and more interested in a workshop of this nature. Vacations would be over, summer-school work completed, and all teachers would be thinking in terms of the coming year, making final plans for their school work.

The place chosen for the workshop was the Ventura Junior College plant. The Little Theater provides an excellent place for assemblies and dramatic art groups. Adjacent to this are the workrooms for the stage of the large auditorium so that classes can adjourn from the Little Theater to these workrooms; on the second floor are the music department rooms and convenient classrooms. The foyer provides adequate space for temporary office while across the street the huge woodshop is available for the craft classes. Recreation facilities are close at hand.

In setting up the program no preconceived or predetermined content was offered. A tentative program sent out in the spring suggested types of activities, but the actual content was to be determined by planning as consultants and participants came together. The program itself was designed so that teachers might gain certain skills, that they might more particularly find a place to work out their problems and have some expert advice in solving their needs. Plans called for emphasis on the recreational and social side of living and ample opportunities for these activities were provided.

Work was planned in four general fields: dramatic arts, music, arts and crafts, and recreation. A fee of \$3.00 was to be charged for attendance at the workshop to cover instructional and mimeographed materials prepared for distribution in classes. Registration was to be made in advance. Plans called for the offering of individual instruction by the guest leaders and outstanding Ventura County teachers in the fields of music, art, crafts, dramatic arts, and recreation. The Ventura County Institute Committee permitted a maximum of four institute credits for attendance at all of the sessions.

"A workshop offers teachers an opportunity for refreshment in those fields in which they need help at a time when they are not occupied with regular classroom duties." This was the invitation to teachers of Ventura County to participate in the workshop.

A problem which confronted the staff, and which was discussed repeatedly in planning, was how to secure the true spirit of a workshop in a short four-day course. Another question related to the problem of uniting a group of teachers, some who know each other, many who do not, into a spirit of co-operative planning and working together on problems which may be only partially common to all. It, therefore, fell to the director to interpret the workshop to consultants and participants alike and to attempt in the first assembly to bring to all that spirit of the workshop.

Plans called for a daily assembly during the first half hour in the morning. The hour for this was set at 9:30 A.M. on the first morning, and 9:00 A.M. thereafter. Class instruction was planned for two hours in the morning and two hours in the afternoon, followed by an hour of recreation, from 3:00 to 4:00 P.M. For each evening except Friday some social activity was planned.

At the first assembly the director was to present briefly the theory behind the workshop. Of course, there would also be a great many announcements and discussion of plans. The remainder of this period was to be devoted to participation by

all present in the form of community singing. Social hours were planned for each evening, taking into consideration the fact that most participants would be somewhat exhausted after their first day of activity, and a quiet type of recreation was planned for that evening. Country and square dances were scheduled for the second evening, and Thursday evening was devoted to a barbecue and game activities.

#### WORKSHOP LEADERS

The successful workshop is dependent upon capable leadership. For the Ventura County Workshop in the Arts, responsibilities were divided between the guest director, Loureide J. Biddle of the Children's Music Studio, Milwaukee; and the codirector, Persis Hamilton, formerly Director of Rural Education, Ventura County, now Field Assistant and Co-ordinator, Los Angeles County. The director, associated with eastern universities for several years and selected because of her previous experience in workshops, has acted as the leader of workshops in music and of other groups throughout the United States. Much of the organization was handled by the codirector, who possesses exceptional ability in that field. A great deal of excellent advice and many helpful suggestions were gained from the Advisory Committee, Miss Hortense Williams, Professor of Creative Dramatics at the University of Southern California, and Mrs. Rosanna Malumphy, Art Instructor of Garvey Schools. These members also assisted in many ways in helping to provide the equipment necessary for the workshop.

#### THE WORKSHOP AT WORK

At 10:00 A.M. on the day before the Workshop began the staff met and discussed the philosophy of the workshop. The director presented other workshop experiments and the need for feeling the spirit of the workshop immediately if the participants were to gain the most from the session. The codirector explained the questionnaire which was to be put in the hands of the teachers at the first meeting. On this questionnaire

teachers were to express their needs in order to determine the program to be offered in each course. She also explained fully at this time the use of the Junior College plant and its facilities and gave details regarding attendance records.

At this staff meeting plans were laid for a second staff meeting which was to be held at the close of the first day, so that consultants might evaluate the results of the first day's work. A final evaluation meeting was planned for Friday following the last session of the workshop. Plans were begun for formulation of an evaluation sheet, on which each participant might definitely evaluate the outcomes of the workshop.

Tuesday morning an office with full-time secretary was established adjacent to the Little Theater and the workshop began in earnest, with the registration of over one hundred participants, in addition to the staff of some thirty members. At this first assembly the County Superintendent of Schools presented the host, the Principal of the Junior College, the director, and the codirector. The codirector introduced the other members of the staff.

The guest director then presented the theory and philosophy of the educational workshop as a laboratory in professional training. She told of interesting experiences in workshops and gave briefly the reactions of teachers. "The Ventura Workshop in the Arts," she said, in conclusion, "is a somewhat different type of workshop. What many workshops try to accomplish in three, four, and six-week periods, we have to do in four days. Obviously, we do not hope to accomplish as much in such a short period. Rather, we will endeavor to introduce the workshop spirit into a short, refresher conference. Our task, in this workshop, with staff and participants working co-operatively, is to develop a new spirit and attitude toward an accustomed situation in Ventura County. Workshop outcomes here in Ventura, as elsewhere, depend upon the participants. So-called experts are not the important aspect of the workshop. Sharing interests and experiences and growing together constitute the significant features of the workshop. None of us knows exactly the right

way to conduct this kind of workshop. Its success depends upon all of us. Here is both a challenge and an obligation to all of us to find and develop a unique Ventura Workshop."

The codirector then presented maps of the grounds and building and outlined a few simple rules for the conduct of the successful workshop. Each teacher was given a questionnaire: name; position held; major art interest; specific help desired; brief of the available equipment; list of community resources.

From the information provided in these questionnaires the following classes were established.

*Dramatic Arts.* Dramatic skills; using dramatic skills; puppets of many sorts and their uses; short cuts and ways to do things; creative approach to dramatics; standard approach to dramatics; working without a stage. The dramatic arts courses helped to develop an appreciation of dramatic play and an understanding of how to gain skills. Teachers were instructed in something of the creative side of drama. They learned how to work without a stage, as well as with a well-appointed stage. The members of this group worked with puppets and learned their many uses. The use of radio, training of children for radio work, determining balance of voices, recording demonstrations, and writing radio scripts were presented by consultants.

*Music.* Living music in the kindergarten; singing and playing in simple ensembles; learning to play new instruments for children; the introduction of harmony; adding instruments to the ensemble; introducing conventional instruments; where to find materials; teacher problems. In addition to these teachers learned to lead groups, to appreciate the simple elements of worth-while music, to develop a sense of playing and singing together, and to gain confidence in themselves.

*Arts and Crafts.* Working with wood; fine art technique; water colors; weaving; clay modeling; fine arts—calcimine; book covers; gifts—gift making; block printing; fine arts—crayon; finger painting; plastic-metals. Such techniques as color relationship, free brush painting, use of poster paints, and calcimine were presented.

*Clay Modeling.* Participants worked daily with clay in creating their own conceptions and in copying patterns provided. No opportunity was afforded for firing the clay.

*Gift Making.* This group learned how to make many types of gifts. Specific skills were paper rope making, square knotting, spiral knot.

**Weaving.** Participants learned about the various types of looms and materials used for weaving, such as wool, flax, cotton. They saw demonstrations of different patterns, variations in colors and stripes; they had actual practice in setting up looms and weaving on them.

**Wood Construction.** How to handle and care for tools, how to construct things which could be used in units of study; how to solve actual problems encountered in construction; how to plan steps in building; and how to guide children through the problems and show them how to handle and care for tools, were problems presented and solved in this woodworking group.

Other activities in arts and crafts were carried on but detailed reports of all the activities are not available.

**Recreation.** Creative dancing; folk dancing; dual activities, including ping-pong, deck tennis, badminton, shuffleboard, tennis. These classes were held from 9:30 to 11:30 and from 1:00 to 3:00 with recreation from 3:00 to 4:00 daily. Most of the groups were small, but if they were large the consultants set aside time to give individual counsel and advice, so that participants had opportunity to discuss their particular problems. The daily assembly brought all participants and consultants together with a common interest. The recreational activities and social hours also did much to cement friendship and the spirit of good will.

Emphasis was placed upon the techniques of creative rhythms. Each member of the class in turn chose work or play activities to be developed rhythmically, and each was given opportunity to express his own ideas. Each learned that the purpose of rhythm work in schools was to give the child an opportunity to experience the joy of movement, the joy of creative expression. Teachers had an opportunity to participate in a great variety of folk games typical of many lands. Dual activities, such as ping-pong, deck tennis, badminton, shuffleboard, and tennis offered opportunities for those who wished special instruction or an opportunity to relax. As had been planned, the first evening's recreation hour was a quiet one in which motion pictures of winter sports were presented. The second evening was devoted to vigorous country dances, quadrilles, and other square dances. One of the custodians for the Junior College acted as caller. Thursday night was the barbecue and outdoor games at a county park some distance from Ventura. More than two-thirds of the participants and staff attended.

Throughout the workshop the question was asked, What do you want to get out of this workshop? Plans were made for

continual readjustment of the program to meet the needs of the participants.

The second general staff meeting, held Tuesday afternoon, provided an opportunity for consultants to discuss the achievements and the mistakes of the first day, to weigh the outcomes, and to determine how much might be accomplished in the total sixteen hours of work together. There was some discussion of the fact that certain persons wished to participate in more than one kind of class and wanted to move about. The conclusion was that it was desirable that participants confine their activities to one type of work, if they were to gain the most from their experiences.

At this meeting plans were completed for a questionnaire for final evaluation of the workshop by the participants. Emphasis at this meeting was again laid upon the question which would continually be presented to teachers, *What do you want to get out of this workshop?* Plans were also made for the taking of motion pictures of the various activities.

At a special assembly held at 11:15 A.M. on Friday, the teachers were asked to fill out an evaluation questionnaire. The final task of the workshop was the evaluation by the staff at its Friday meeting. This meeting was in many respects the most important of all, for here were given the answers to the questions, *was it worthwhile? What did we all gain from this workshop?*

#### RESULTS OF EVALUATION

*Opinion of Teachers.* In completing the questionnaire for teachers, participants frankly stated their opinions regarding the workshop. The questions and tabulation of the answers are given in the following list.

Question 1. *Have you had fun?* The unanimous vote (104) on this question was "Yes."

Question 2. *Do you wish to repeat this kind of experience?* All participants desired to have the opportunity to repeat such experiences.

Question 3. *Was the time long enough?* Yes, 41; No. 59.

Question 4. *Would you like a workshop of four days, two weeks, six weeks, any other?* Four days, 32; two weeks, 55; six weeks, 3; other suggestions were five days and three weeks.

Question 5. *Can you use what you have learned?* The affirmative vote was unanimous.

Question 6. *What highlights of the workshop have contributed most to your enjoyment?* The leaders, people and personalities, experiences, morning assemblies, and song fests were most frequently mentioned.

Question 7. *What community resources will you use this year as a result of workshop experiences?* A wide variety of resources was mentioned.

Question 8. *What fields of study have you explored this summer in which you wish to study further?* Music, drama, weaving, clay, art, crafts, gift making, and others were indicated.

Question 9. *What other fields would you explore if there were more time?* Music and dramatics received the most votes, while weaving, clay work, and art followed in order.

Question 10. *What additional fields not covered this year would you like to have available in a workshop?* Teachers' replies present a wide variety of interests.

Question 11. *If you have a choice of recreational opportunities another year, what do you prefer?* Folk games received as many votes as all of the other suggested activities; creative dancing was second.

Question 12. *Do you like planned evening activities?* Yes, 58; No, 20.

Question 13. *Have you suggestions for daily assemblies?* Excellent suggestions were received which will be used in planning the next workshop.

*Opinion of Consultants.* The workshop was worth while. All teachers had been helped in the problems which they had brought to the workshop. More important was the inspiration that many of the teachers had gained; the opening of new horizons, new possibilities in approaching the tasks of the classroom teachers. Knowing each other and playing together emphasized the importance of recreation and balanced social living.

A two-week period would perhaps be of greater value to the teachers since there would be opportunity for more relaxation and more time for recreational activities. There was need for a better planned assembly on the first day, and at this meeting there should have been presented a more complete analysis of possibilities in each department. Lunching together would have contributed much to the spirit of conviviality.

The highlight of the workshop was watching the awakening of the participants to the opportunities which they enjoyed in the workshop.

Certain administrative weaknesses were brought out. If a two-week workshop were planned, it might be well for participants to work one week at one type of activity and devote the next week to another type. In addition to the co-directors, there should be an executive secretary for the whole workshop, as well as a secretary in each section to attend to business detail.

A passing period should be arranged to permit participants to get to class without loss of time. Mimeographed syllabuses should have been provided in certain fields so that teachers would have more than their own notes to retain. The library facilities of the community should have been canvassed in advance in all departments as they were in music, so that reference materials would have been easily available.

The final assembly should present a culmination of the activities for all the groups, just as the first assembly should present the original intentions of the consultants for those sections.

What did participants gain from the workshop? Each gained according to his needs and according to his expressed wishes. Three things stand out, however: (1) Participants gained in skills and in the ability to work out solutions of their problems, (2) Each gained inspiration in the opening of new vistas and in the realization that there were many things yet to be learned, (3) All participants made new friends. Teachers who had just come into the county knew each other by their first names at the close of the workshop.

*Opinion of Administrator.* The workshop was a huge success. It brought the teachers together and taught them new skills, suggested solutions to their problems, offered opportunities for new friendships and new inspirations. Perhaps there is some advantage in the short four-day workshop, though the majority of the participants asked for a longer period next time.

The administrator does not recommend to every group the advisability of conducting a four-day workshop, such as the Ventura Workshop in the Arts. Several factors entered into the success of this workshop. Most of the participants were Ventura County teachers. Many of those in attendance had some previous acquaintance with other members of the group. This contributed in a large way to the unity and cordiality which helped to make the workshop an outstanding success. The leadership in the workshop was outstanding. Both of the directors possess marked ability in leadership and in organization. The teachers of Ventura County have developed through the years a fine co-operative attitude; they are ready to follow professional leadership. They have a high professional standard of co-operation and loyalty. The democratic planning and working together on curriculum and administrative problems over a period of years helped to make a success of this workshop with the zeal and zest which its planners anticipated.

## EDITORIAL COMMENT AND NEWS NOTES

### RESOLUTIONS OF THE CALIFORNIA SCHOOL SUPERVISORS' ASSOCIATION

The following resolutions were adopted at the annual conference of California School Supervisors in Los Angeles, October 28, 1942.

Conflicting world ideologies have come to an impasse in the progress of civilization. The outcomes of the present conflict will determine whether fascism or democracy is to be the way of life for the majority of men. The world has commandeered its vast resources to engage in this gigantic struggle to determine which ideology is to shape the destinies of men now and for generations to come. America is at this time testing the efficacy of the democratic process as well as its durability under stress.

In a nation engaged in total war, it is necessary for most adults to assume new responsibilities and to forego many democratic rights which they formerly cherished. It is possible for adults to do this without jeopardizing their democratic ideals because permanent attitudes and values are deeply rooted in past satisfactions. However, it is dangerous for children to forego experience in democratic living lest they lose the social ideals for which we are fighting.

Leaders in education are faced by tremendous responsibilities and challenging opportunities as they attempt to meet these problems. How well they succeed will determine the effectiveness of the schools as social institutions.

Therefore, the California School Supervisors pledge themselves:

1. To enlist aggressively every resource of the schools for the duration in every way that will contribute to the successful prosecution of the war and the safeguarding of the peace.

2. To be alert constantly to needed changes in curriculum as revealed by the war; and to guard against ill-considered and radical modifications likely to sacrifice permanent values in education.
3. To insure for all children ample opportunities to *understand* the principles of democratic government and ample opportunities to *practice* democratic living in a school environment which is so implemented that every child may experience the satisfactions inherent in democracy as a way of life. This involves identification of the specifics of democracy by both teachers and children.
4. To stand solidly together as educators on an educational program based upon the findings of study and research that indicate how children learn, grow, and develop in order that the future citizens of peace now in our classrooms shall be physically, intellectually, and emotionally able to face the problems of a complicated society.

This involves vigorously demanding from the critics of education definite proof of ill-founded statements based upon arbitrary opinion and selfish interests. This involves constant, concrete, and aggressive interpretation of the educational program so that real understanding is engendered in parents and also in members of community groups such as organized labor, business, agriculture, service and professional groups not yet in working relationship with education. This also involves a redoubling of effort to bring about closer articulation between elementary and secondary schools to insure continuous educational advancement for all children.

5. To support a school program that allows an opportunity for the 16- to 18-year olds to contribute constructively to the war effort through a work program that receives credit equal to that given in enrollment in regular classes. Support for this work-school program shall be contingent on the condition that employment for these 16- to 18-year olds shall be planned, and supervised by the proper school authorities in order that all the values inherent in such gainful employment shall accrue to those participating in it.
6. To be assured that every available source has been tapped in recruiting labor for agriculture and industry before children younger than 16 are called upon to do the work of adults. And, further, that when it is essential to use the labor of minors successfully to meet the demands of the emergency, this labor be adequately planned and supervised by the schools in order that the work done shall in no way be detrimental to the children involved.

7. To recognize that it may be necessary to adjust the school day and the school term in some communities to meet the war effort, but to stand firm on the premise that no child shall be denied his rightful opportunity for an educational program of at least 170 days a year.
8. To strive to staff classrooms with well-trained, certificated persons, equipped to carry on the important task intrusted to them by the state and local school systems. This involves the removal of arbitrary and traditional restrictions upon the personal freedom of the teacher, the removal of arbitrary barriers to employment of married women, and the removal of undemocratic barriers to promotion and equal remuneration for women in the teaching profession. It also involves the task of urging teachers to reaffirm their faith in the importance of their chosen profession as a constructive agency for the improvement of society in order that they may realize that they can render greater service for both war and peace in their classrooms than in any other civilian pursuit. And it further involves urging the attention of selective service boards to the need for retaining the services of teachers particularly equipped to instruct in specialized fields in order that schools may adequately meet the demands of the Army and Navy now, and the demands of peace in the days to come.
9. To assume leadership and definite responsibility for plans that will insure adequate care of and a developmental program for children whose mothers are engaged in defense industries.
10. To make an immediate concerted attack on the discriminatory practices against minority groups by undertaking to correct those undesirable conditions that exist in our local situations.
11. To be vigilant regarding tensions that beset teachers during the crisis and to ameliorate these tensions so far as is humanly possible in the interest of good mental hygiene for the teachers and the welfare of the children with whom they associate.
12. To initiate and co-operate in all possible efforts to prevent undue emotional insecurity of children during the present crisis.
13. To sponsor the establishment of accumulative building funds in school districts where capital outlays are needed. It is recommended that the Executive Committee of the California School Supervisors' Association request the State Department of Education to prepare and sponsor wartime legislation which would make it possible for County Treasurers to invest the accumulative funds of school districts in "cashable" type war savings bonds for the duration of the war.

As we pledge ourselves to these resolutions, the California School Supervisors' Association wishes to approve and commend the work of the Publicity Committee of this organization. We urge the co-operation of the entire association in the promotion of the constructive publicity for education which is sponsored by this committee.

We hereby wish to express our belief that the *California Journal of Elementary Education* fills a unique place in the state as a professional magazine of recognized repute. Through this instrument it is possible to disseminate worthy educational practices in the schools of California on a state and national scale and this Association requests that its Executive Committee send a statement to the Superintendent of Public Instruction urging its continuance as a service from the State Department of Education.

We wish to express appreciation for the untiring leadership exercised by the members of the State Department of Education. We believe that our appreciation can best be expressed through continued co-operation and the aggressive assumption of a full share of educational leadership in our own respective areas.

Particular expression of appreciation is given by the California School Supervisors' Association to Walter F. Dexter, Superintendent of Public Instruction; Helen Heffernan, Chief, Division of Elementary Education; and Lillian B. Hill, Chief, Bureau of Child Welfare and Attendance and Chief, Bureau of Mental Hygiene.

We also wish to indorse the workshop type of annual conference which provides for professional growth and increased ability in democratic leadership through opportunities for participation by all members of the conference.

Respectfully submitted,

GLADYS POTTER, *Chairman*  
MAXINE DE LAPPE  
RUTH EDMANDS  
JETTYE FERN GRANT  
KATE HOUX

PAULINE JEIDY  
NOVELLA NICHOLSON  
FAITH SMITTER  
ELSIE TOLES

## RECOMMENDATIONS FOR DEVELOPING TOTAL FITNESS THROUGH A PROGRAM OF HEALTH AND PHYSICAL EDUCATION IN ELE- MENTARY SCHOOLS<sup>1</sup>

VERNE S. LANDRETH, *Chief of Division of Physical and  
Health Education*

Since the outbreak of the war many letters have come to the Chief of the Division of Physical and Health Education asking for suggestions on a program of physical education activities for the elementary schools. The following set of recommendations has a special significance, therefore, because it gives emphasis to the health and physical fitness of the child in time of war. Every suggestion made here, however, belongs in a long-range program. It is based on practices that have always been regarded as sound and that are fundamental to the physical education program after the war as they are during the wartime period.

It is recommended that each county board of education and each city board of education, whose duty it is to prescribe the course of study for the elementary schools under its respective supervision, shall prescribe suitable courses of physical education appropriate for needs of all pupils enrolled in the day elementary schools.

A prerequisite to the normal development of any child in a home or school environment is a feeling of security on the part of

<sup>1</sup> We wish to express sincere appreciation to the members of the state-wide advisory committee on the wartime physical education program appointed by the Superintendent of Public Instruction for their valuable contributions and helpful suggestions in preparing this material. Special acknowledgment is due Frederick W. Cozens, Chairman, Department of Physical Education, University of California, Berkeley; Lieutenant Commander W. H. Orion, U. S. N. R.; Winifred Van Hagen, Chief, Bureau of Physical Education for Girls, Division of Physical and Health Education, California State Department of Education; Elizabeth Kelly, Professor of Physical Education for Women, Claremont Colleges; Caroline Hodgson, Associate Professor of Hygiene and Physical Education, Occidental College; Claire Colesstock, Assistant Director of Physical Education, Pasadena Public Schools; George E. Lunt, Supervisor of Physical Education, Riverside County; and Leslie Helhena, Supervisor of Child Welfare, Attendance, and Physical Education, Ventura County.

the child. During the stress and strain of wartime conditions, the responsibility of reflecting an attitude of mental poise, genuine understanding, and emotional stability must be assumed by the persons in charge of the training, care, and conduct of the child.

It is the responsibility of every superintendent, principal, and teacher to place the proper emphasis on improving the health of each individual child, and to provide a program that conforms to scientific biological principles. The program should be based on the needs of the individual; such a program is a worth-while peacetime as well as an essential wartime objective.

The major purpose of the physical education program is to raise the level of the physical well-being and performance of all children in the public schools.

### HEALTH EDUCATION

The modern school in a democracy must assume the following basic responsibilities under the health program.

1. The school must assume the major responsibility for organizing a community health program for all students, enlisting and co-ordinating the efforts of the home and public and private health agencies with the school health program to the end that as early as possible each child may have a thorough health examination. Emphasis should be placed on treatment of dental and eye defects, as well as on the removal of focal points of infection such as diseased tonsils and adenoids. Special attention should be given to the correction of devitalizing factors in the school or home.

2. The principal of each school should assign to the person best qualified the responsibility to organize and co-ordinate the school health program, as well as to help each faculty member to realize his individual responsibility as an important participant in furthering the school health program.

3. Classroom teachers and principals should be given assistance in organizing the noon period with adequate time allowed for the children to eat lunch. Recreational activities which are

suitable for this time of day should be conducted. It is not advisable for children to participate in vigorous competitive sports immediately after eating lunch.

4. Complete physical examinations, carefully given under proper conditions, should be scheduled at stated intervals instead of attempting to provide yearly physical examinations. These examinations should be given at certain age levels, depending upon general health conditions found to prevail in the school system, the location of schools, and the availability of medical service. Suggested intervals for physical examinations are as follows: in the larger school systems, preschool, grades 1, 4 or 5, and 7; in the smaller schools and rural schools, grades 1, 4 or 5, and 7. It is recommended that in all schools a minimum of three physical examinations of the child be provided during the school experience of the child. Insistence upon the careful physical examinations at the minimum intervals stated above should provide protection against the development or existence of grossly harmful defects. Such examinations should be made, where possible, with the parent present, and in any case should not take longer than fifteen or twenty minutes for each child. It is recommended that any physical examination other than a careful and complete one fails in its purpose and has the additional fault of becoming a poor rather than a proper educational experience.<sup>1</sup>

5. An intensive study should be made of individual needs.
6. Simple faulty postural alignment should be corrected.
7. Remediable structural and functional defects and physical deficiencies attributable to malnutrition should be referred to the proper health authorities.
8. Dental defects should be referred to dentists.
9. A health guidance program is essential.
10. Emergency health conditions, such as injuries caused by accidents or weaknesses resulting from childhood diseases, demand immediate care.

<sup>1</sup> *Health in the Schools*. Twentieth Yearbook of the American Association of School Administrators. Washington: American Association of School Administrators, February, 1942, pp. 11, 12, 13. These pages give more detailed information on items 9, 10, 11, and 12.

11. Accurate, scientific health information should be taught.
12. Sound health habits and attitudes need to be established.
13. An adequate instructional program in nutrition co-ordinated with a supervised lunch service in each of the schools under its jurisdiction should be established.

### PHYSICAL EDUCATION

The following recommendations for the physical education activities have been formulated.

1. The instructional period in physical activities should be not less than 30 minutes a day, exclusive of recesses and the lunch period. This recommendation goes beyond the requirements of School Code section 3.734 which provides for a minimum period of instruction of 20 minutes for each school day. This instructional program should include rhythms, stunts, hunting games, relays, individual and dual sports, team games, and fundamentals of body mechanics (not calisthenics). These activities should be adapted to the various age levels. It is recommended that serious consideration be given to extending the school day in order to provide opportunity for greater use by all children under teacher supervision of the expensive and extensive equipment and facilities which are available in school play areas and not at the child's home. This additional opportunity for activity experience beyond the time of the instructional period is one of several fundamental factors that are necessary in the development of physical fitness.
2. Program of activities should be organized to meet the needs of the age group and the needs of the individuals it proposes to serve.
3. The physical education program should be modified for children who need special care. It is recognized that for certain children rest is more beneficial than activity. Children who have been assigned to rest should undertake modified physical edu-

tion activity as soon as possible. The child who has been assigned to a modified program of activity should be returned to a regular physical education class as soon as possible.

4. Adequately trained physical education teachers and supervisors should be provided to assist the classroom teacher in long-time planning, organizing, and teaching a well-balanced program of physical education. If the correct mechanical use of the body is to be obtained, it is necessary that it receive attention throughout the entire day. Teachers who have special training in this field, i.e., teachers of corrective physical education, should be used to assist classroom teachers in methods of emphasizing good mechanical use of the body throughout all classroom activities. These teachers of corrective physical education can also be of value in assisting physical education teachers to place emphasis on the correct mechanical use of the body including postural correction throughout every physical education activity. If there are sufficient numbers of trained teachers, small groups of students requiring special postural correction can be handled. Workshops for teachers in service could assist this program.

Classroom teachers in elementary school should be trained to carry on a program of rhythmical activities. They should be given assistance in arranging rhythmical activities for a minimum of one physical education period a week for boys and girls in the upper grades, and two full periods or the equivalent a week for boys and girls in the primary grades. A co-educational program should be maintained for all grades with a minimum of one period of instruction a week. Recess and noon periods should be arranged to offer additional opportunity for boys and girls to share games and activities.

5. Tests of physical skill should be established for students in grades five, six, seven, and eight. It is suggested that a few of these tests be organized during each sport season, the tests to be selected by the schools in relation to their game or sport schedule. They should be organized as a part of a balanced weekly program, which should consist of games, rhythms, play on apparatus, and training in the fundamentals of body mechanics (not

calisthenics). Children with poor posture and foot malalignment should be assigned to small groups for training for the correction of these defects. Tests of physical skill assist the students in hand-eye co-ordination, proper agility, strength, flexibility, endurance, arm and shoulder girdle strength, co-ordination, and speed.

The following events are suggested as physical skill tests for boys and girls.

### PHYSICAL SKILL TESTS FOR BOYS

Event	Source <sup>1</sup>
<b>JUNIOR PENTATHLON</b>	
1. Basketball Throw for Goal (two minutes)	Page 19, 50-51 (No. 5)
2. Baseball Throw for Distance	23, 58-59 (No. 9)
3. Potato Race	24, 60-61 (No. 10)
4. Soccer Kick for Distance	31, 84-85 (No. 22)
5. Standing Broad Jump	34, 92-93 (No. 26)

**OPTIONAL TESTS**—to be substituted for one or more tests listed above or used to make up a decathlon.

	Page
1. Basketball Throw for Distance	18, 46-47 (No. 3)
2. Baseball Throw for Accuracy	22, 56-57 (No. 8)
3. Pull-up, or	24, 62-63 (No. 11)
Push-up	25, 64-65 (No. 12)
4. 40-yard Run	27, 68-69 (No. 14)
5. Soccer Dribble	30, 82-83 (No. 21)

<sup>1</sup> N. P. Neilson and Frederick W. Cozens, *Achievement Scales in Physical Education Activities for Boys and Girls in Elementary and Junior High School*. Sacramento: California State Department of Education, 1934. Suggestions for the use of achievement scales are given in Chapter V.

Two copies of the book may be obtained by California elementary schools and junior high schools that do not have copies from the Division of Textbooks and Publications, California State Department of Education, Sacramento.

## PHYSICAL SKILL TESTS FOR GIRLS

Event	Source <sup>1</sup>	Page
<b>JUNIOR PENTATHLON</b>		
1. Baseball Throw for Accuracy	22, 120-21 (No. 8)	
2. Baseball Throw for Distance	23, 122-23 (No. 9)	
3. Potato Race	24, 124-25 (No. 10)	
4. 40-yard Run	27, 128-29 (No. 14)	
5. Soccer Kick for Distance	31, 136-37 (No. 22)	

OPTIONAL TESTS—to be substituted for one or more tests listed above or used to make up a decathlon.

	Page
1. Basketball Throw for Goal	19, 114-15 (No. 4)
2. Basketball Throw for Goal (special event)	19, (No. 5)
3. Soccer Dribble	30, 134-35 (No. 21)
4. Soccer Kick for Accuracy	32, 138-39 (No. 23)
5. Soccer Throw-in for Distance	33, 140-41 (No. 24)

*Minimum Standards of Performance.* For purposes of motivation, minimum standards of performance should be set at the point where at least 75 per cent of the pupils are able to attain the standards. This point should be determined by the teacher in each school after the first test has been given.

In using the tests to motivate a program for developing physical fitness, the following points should be observed:

- The results of the tests should be used to improve the instructional program, for example, in diagnosing strengths and weaknesses, and in determining progress in the abilities that contribute to physical fitness.

<sup>1</sup> N. P. Neilson and Frederick W. Cozens, *op. cit.*

## CALIFORNIA PHYSICAL FITNESS CERTIFICATE

Elementary School Division

School Year \_\_\_\_\_

Name of School \_\_\_\_\_

Name of School District \_\_\_\_\_

County \_\_\_\_\_

This is to certify that \_\_\_\_\_ has passed  
Name \_\_\_\_\_

each of the physical fitness standards listed below:

1. Has shown evidence of having had a medical and dental examination, and has complied with recommendations made in an effort to remove any source of infection previously found.
2. Has a satisfactory immunization record.
3. Has shown evidence of a health condition, allowing participation in strenuous physical activities.
4. Has given evidence of regular practice of good health habits.
5. Has an A or B rating in good body carriage.
6. Has frequently walked two miles without stopping.
7. Has frequently (1) swum 20 yards; (2) ridden a bicycle two miles in 15 minutes; or (3) run and walked one mile in 12 minutes.
8. Has played in 7 games in an athletic sport as a member of a team during the current school year.
9. Has a reputation for good sportsmanship.
10. Has participated in and made scores in the following physical skill tests (Junior Pentathlon).

EVENT	NAME OF TEST	DATE	SCORE FIRST TEST	DATE	SCORE SECOND TEST
T =					

PERFORMANCE CERTIFIED BY

Signature of Teacher \_\_\_\_\_

Signature of Principal or County Superintendent of Schools \_\_\_\_\_

- b. The tests should not be used to the exclusion of other activities that are valuable in the physical education program.

It is suggested that the tests be administered at least once each semester so that both student and instructor may be able to note improvement and lay out an appropriate course of action.

6. A well-organized plan of procedure should be developed. Such a plan will assist in creating interest and insure the enthusiastic participation of each individual pupil in improving his own health status and general physical condition to the highest degree of efficiency.

If the use of certificates is considered desirable in motivating the pupils to strive to achieve these desirable objectives, the use of the "California Physical Fitness Certificate" is suggested. It is recommended that certificates not be issued until after the second test has been given and only in cases where the results indicate improvement. It is also recommended that the second test be given not less than ten weeks after the first test has been given.

It has been said that "The wealth of a nation is in the strength of its people." The youth of the nation is our greatest investment to insure our posterity and the perpetuation of the American way of life.

It is our responsibility to organize and conduct a program of activities that will aid each individual child to grow and develop into a physically strong and mentally alert man or woman.

## OUR NEIGHBOR REPUBLICS: BOOKS FOR CHILDREN

JEWEL GARDINER, *Librarian, Professional Library,  
Sacramento City Unified School District*

The Good Neighbor Policy has been wholeheartedly accepted by the schools of our country. In an article in the August, 1942, number of the *California Journal of Elementary Education*, Miss Heffernan writes, "It would be difficult to find a school system which has not done something to modify its educational program to provide for the inclusion of greater emphasis on Latin-American affairs."<sup>1</sup> In many instances this emphasis has come about as a direct response to a request by the U. S. Office of Education. Dr. John Studebaker, United States Commissioner of Education, has stated, "There is no time like the years of childhood to build desirable attitudes. Let us make sure that the children in our elementary schools begin to know and to appreciate the children of the other American lands, their ways of life, their countries, and their contributions to American civilization."<sup>2</sup> Today elementary school teachers in all sections of the United States are building attitudes and understandings in children which will definitely influence the attitudes and understandings of the adult population of tomorrow concerning the other American republics.

How can we lay the foundations for inter-American friendship in childhood, as Dr. Studebaker suggests? The problem is being approached in a variety of ways by teachers and administrators. Some elementary schools have instituted courses in conversational Spanish with the belief that only by speaking the other person's language can we truly understand him, and that

<sup>1</sup> Helen Heffernan, "Inter-American Education in the War Effort," *California Journal of Elementary Education*, XI (August, 1942), 13-21.

<sup>2</sup> John W. Studebaker, Foreword, *Understanding the Other American Republics*. Education and National Defense Series. Pamphlet 12. Washington, United States Office of Education, Federal Security Agency, 1942.

such instruction should be given emphasis before the high school years. Other schools have concentrated on assembly programs which center around the cultures, the life, and customs in the other Americas. Music and physical education programs in some schools, now include the songs and dances of the neighbor republics and make use of the excellent recordings now available of authentic Spanish American music. Worth-while exhibits of the products, handcrafts, and arts of the southern countries have been prepared in some schools as a means of giving children a picture of the countries. Many schools have added new units pertaining to the other Americas to the social studies program in the various grades. This last plan gives a fine opportunity for planning a program of study which definitely relates to the experiences of the children concerned, and which can provide a gradual growth in knowledge and understandings of the countries.

In any study of the Latin-American republics one of the greatest problems which faces the teacher is that of selecting suitable reading materials for herself and for the children in her classes. The last few years have brought forth the publication of many books about Latin American countries both for adults and children. There have been many fine contributions, but there have been many books which are inferior and totally unreliable, written only to fill the demand for more books about the subject. For a time any children's book with a title containing such words as "Mexico," "Southern Neighbors," "South America," had an immediate sale. Teachers needed materials to provide their classes with something to read. Perhaps there was not time for a careful evaluation of the materials, perhaps the purchasers were unable to evaluate the materials critically because of lack of knowledge of the subject, but at any rate many books have been purchased in good faith and are still in use which in no way contribute to a sympathetic understanding on the part of the child reader. Many of these books have used a Latin-American country merely as a background for a trite story, or a hair-raising thriller; others, even nonfiction,

contain information which is incorrect, or which leads the reader to draw wrong conclusions; some are biased and are written from a North American point of view; some do not reflect the true spirit of the people; and almost without exception all are poorly written. Authors, old and new, seemed to feel obligated to write at least one book about our southern neighbors. No trip there was too short, no flight too fast, to prevent the traveler from writing "authoritatively" about a country or all countries touched by plane or boat. Fortunately this situation is being remedied to the extent that a greater number of worth-while children's books on the subject are appearing each season. Librarians, teachers, and others realizing the importance of books in the formation of attitudes and understandings in children, have worked together in evaluating and judging the literature on the subject, and several excellent bibliographies have been published as a result of their efforts. Equally reliable bibliographies of adult books are available which the teacher may use with assurance as a guide for her own background reading. A list of newer bibliographies is given at the end of this article. No longer is there any excuse for the purchase of nondescript, inferior books on the subject of our neighbor republics. A few worth-while books that will be read and enjoyed over and over by the children will do much more to accomplish the true spirit of understanding and friendship, than a large collection of mediocre or poorly selected titles.

The idea that good will may be promoted through books is not new. Many authors have tried to describe life in other lands in such a way that the child reader will receive an understanding of and a friendly feeling for the people in these countries. The books used for this purpose must not too obviously be written for the purpose. The story needs a lively plot which sustains interest. The characters must be real, not merely children in foreign settings attired in strange costumes, who do queer things. There must be an appeal to the child's imagination so that in some way he catches the spirit of the people he reads about. Nonfiction plays an important role in building

understandings also. Children need to read of the history of the people and of their traditions. They need books about the great men and women of the countries and their contributions. They must read about the contributions of the countries to the arts and sciences. Building friendship for our neighbor republics through books also must include material about the great Indian population of the countries, their legends, their way of life and their particular contributions to the countries. The books which have been selected for consideration in this article are examples of those which, in the opinion of the writer, have real merit as builders of good will.

Manuela in *Manuela's Birthday in Old Mexico*, by Laura Bannon, continues to make friends with the children who meet her. Her longing for a yellow-haired doll and her birthday celebration have real meaning for any little girl. The illustrations are excellent as examples of village dress and customs. The book also has unlimited possibilities for dramatizations.

The Mexican children in Elizabeth Morrow's *Painted Pig* were soon accepted by North American children and the book has remained one of their favorites. Pedro's yearning for a painted China pig just like the one Pita owns is the yearning of any small boy for a toy. The book is both in illustration and text a perfect interpretation of Mexican childhood. Also it has become a standard reference for Mexican toymaking. Many of the toys are pictured; the puppets, gourd birds, straw rattles and dolls, and clay animals.

Perhaps the best-known children of Costa Rica are Manuelito and his six little sisters from the gay book *Manuelito of Costa Rica* by Zhenya Gay and Pachita Crespi. The book gives a sympathetic picture of country life in Costa Rica. The decorated oxcarts and the preparation for the gay Christmas season reflect the true spirit of this republic.

Philip Means introduces children to an ancient Incan boy, in his recent book *Tupak of the Incas*. The setting is Peru shortly before the conquest and the book gives interesting details of the life and customs of the period. Tupak's courage and

strength appeal to modern boys and girls. Authentic illustrations picture typical dress, customs and architecture.

Fidelio, in *Quetzal Quest* by Victor von Hagen and Quail Hawkins, is a courageous and dependable twelve-year-old Indian boy, who helps materially in the capture of the sacred quetzal bird of Honduras. The story is based on fact and shows how important Fidelio became to the American naturalists in accomplishing a feat heretofore considered impossible. The illustrations by the distinguished Bolivian artist will be useful to art classes studying South American artists.

The illustrations by Ruth Gannett in *Paco Goes to the Fair*, by Richard Gill and Helen Hoke, are true examples of the costumes and customs of the colorful Indians of Ecuador. Through the story of Paco and Pepita, children learn a great deal about life in the mountains of Ecuador, including the details of wool preparation and weaving.

Many of the books on the other American republics tell of the life and customs of the Indians there. Three of these which present the Indian attitude toward the crafts are *The Cedar Deer* by Addison Burbank, *Panchita, A Little Girl of Guatemala*, by Delia Goetz, and *The Silver Fawn* by Ann Weil. Children are delighted when Tomás, the Mayan Indian boy, in *The Cedar Deer* finally succeeds in presenting the cedar deer he has carved to the President. The book has literary distinction and contains authentic information about the costumes, the markets, the religious ceremonies, and life in Guatemala.

Under Grandmother's sympathetic guidance, tiny Panchita in *Panchita, the Little Girl of Guatemala*, succeeds in making a pottery tea set worthy of the family craft. Her desire for a doll is the desire of any little girl's heart. The story is a delightfully human story of family life and contains a wealth of information on clothing, food and customs of Guatemala. Dramatization possibilities in it are many.

In *The Silver Fawn*, Chico, the thirteen-year-old Indian boy, helps his good American friend, Señor Bill, in a business undertaking by making a silver pitcher, using his pet fawn as

a model. Children admire the energetic Chico as they read of his work in the art store.

Children seem to have natural interest in jungles and jungle life. There are several good books about the South American jungles. Two of the first jungle children to be introduced to North American boys and girls were Dohobare, from *Red Jungle Boy*, by Elizabeth Steen, and Red Howling Monkey, the little Indian boy in *Red Howling Monkey*, by Helen Tee-Van. These children continue to make friends among readers, and both books give authentic and vivid descriptions of jungle life.

Very young children read and enjoy *Maria Mello and Chiquito* by Virginia Whitlock. Maria Mello and her friends search for her pet monkey which has returned to the Brazilian jungle. On the journey they learn much about jungle life and even watch the rubber gatherers as they gather juice from the rubber trees and boil it down into big rubber balls.

*Little Jungle Village*, by JoBesse Waldeck tells about two little Arawak Indian children who build their own home in the jungle, but finally return to the village to live. It contains a wealth of information about jungle life. The same children are mentioned in the author's *Exploring the Jungle*, which gives a vivid picture of the preparations which must be made for a jungle expedition. *Little Lost Monkey*, by the same author is a rollicking fanciful tale of the jungles which has as its hero, Winkie, a curious baby Sakiwinki. His antics are based on fact for he is a real baby monkey. The appealing illustrations of Kurt Wiese add fun to the story.

Kurt Wiese gives small children a picture of the Brazilian jungles in his *Little Boy Lost in Brazil*. Carlito loved to visit his grandfather. He loved the flag which hung in front of grandfather's house, the flag on which was printed a picture of St. John, the patron saint of Brazil. He wanted most of all to see a real "sacie" like those grandfather told him about, and this led him on his journey through the jungle. It was good St. John who helped grandfather find him when he became lost. Gay

pictures of jungle plants and animals add vividness to the jungle venture.

Kimbi, the Indian boy in Henry Williams' *Kimbi, Indian of the Jungle*, is admired by children because of his courage and skill as a hunter. The pictures add much to the information about life in the jungles of Ecuador.

The contemporary scene in Brazil is presented to children by two authors, Vera Kelsey and Rose Brown. *María Rosa*, by Vera Kelsey, gives a gay picture of carnival time in Rio de Janeiro. María Rosa's desire to ride in a great white float in the carnival parade is a typical wish of any little six-year-old, and María Rosa gets her wish fulfilled. The illustrations by Candido Portinari will be useful in art classes studying South American artists. *Two Children of Brazil* and *Amazon Adventures of Two Children*, by Rose Brown, center around the activities of Tatú and Joá, children of a well-to-do Brazilian family. The books may seem crowded with information about Brazil, but they are useful because they give children an idea of modern life there.

Out of Brazil has come the beautiful *Legend of the Palm Tree* by Margarida E. Bandeira Duarte. The English translation retains the spirit of the old legend which tells how the palm tree saved the only family which survived a terrible drought long ago in Brazil. The full page colored illustrations by Paulo Werneck will be useful in art classes as examples of Brazilian art.

Old Mayan legends are delightfully and simply told in *Indian Tales from Guatemala* by Marie Jessup and Lesley Simpson. The charming illustrations by Antonio Sotomayor will be useful in art classes also.

*Fairy Tales from Brazil*, by Elsie S. Eells, is an interesting collection of Brazilian folklore. Both the Mayan legends and the Brazilian folk tales show the influence of African lore.

Few books about the heroes of the other Americas have been written for children in the elementary school, although there are several fine biographies suitable for high school boys and girls. Vera Kelsey's *Six Great Men of Brazil* is a real contribution. It will serve to introduce many children for the first

time to Brazil's leaders. The collection includes the thrilling story of Albert Santos-Dumont and the first dirigible, the Dumont No. 1.

We need more children's books about our neighbor republics. Their importance in promoting good will cannot be overstressed. A study of the bibliographies listed at the end of this article will immediately indicate many gaps in the field. We need books which portray contemporary life in city and country; we need books which tell about children of the educated and cultured classes; we need biographies of the great heroes and leaders. Our children have interest in the sports of the Latin-American countries; what games the children play; what they do during vacation and at holiday times; we need books dealing with these themes also. Let us hope that soon we may have worthwhile contributions to all these subjects. With children in our elementary schools we seek "The vigorous promotion of inter-American friendship and understanding—now!" through books.

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## HEALTH AND PHYSICAL CONDITIONS AFFECTING ACHIEVEMENT IN SPELLING

GEORGE C. KYTE, *Professor of Education, University of California,  
Berkeley*

With the necessary demands made on the services of doctors, dentists, nurses, and other health specialists by the military services, the medical and dental care for children will be greatly reduced. The inevitable perils and casualties of war will have serious repercussions in homes, affecting the mental health of children and adults. Unfortunate home conditions will be aggravated, and an increased number of disrupted homes will result from the employment of women in war industries, the establishment of the three work-shifts a day, or the absence of fathers in war service. High prices for food and rationing of food will affect the nourishment of children. Congested and meager temporary housing facilities in areas surrounding war production plants will be unsatisfactory. These and similar conditions must be accepted and endured for the duration of the war. However, their effects on children must be met constructively by educators and laymen in order that children's health and development may be maintained at as high a level as possible.

The years of depression produced analogous conditions from which may be drawn significant data. The information makes possible conclusions applicable to the present situation. Findings of this nature are evident in an experiment conducted in the University Elementary School in Berkeley during the concluding critical years of the depression. The rapidly evolving war conditions have prompted the writer to publish his investigation at this time.

### PURPOSE AND NATURE OF STUDY

The experiment consisted of a program to meet individual needs of children through maintained homogeneity of grouping

for instruction in spelling. Before the experiment was initiated, the University Elementary School Staff intensively studied the research literature dealing with the teaching of spelling. They formulated teaching and learning procedures which they followed during the period of experimentation. Based upon the average of two or more standardized spelling test scores for each pupil, careful regrouping was made irrespective of grade placement in school. The children in the low-third to high-sixth grades were thus classified into homogeneous groups. At frequent intervals—five to seven weeks—reclassification occurred on the basis of retesting. The many forms of the Morrison-McCall Spelling Scales made possible both adequate rotation of tests during the experimental period and the use of two forms in cases yielding extreme or varied test results. The instructional lists of common words were constructed from the research data available regarding their relative spelling difficulty and grade placement.

In spite of the fine teaching to which the pupils were exposed, cases of slow progress in spelling development were found.

This study is concerned with the cases of 46 pupils whose retarded development in spelling was due to physical and health conditions. Data on these conditions are taken from the records of the school nurse. Pupils affected by other factors have been omitted from the study. Hence cases involving low mentality, mobility, and similar conditions have not been included although some of these pupils were also affected by health and physical conditions.

#### PUPILS WITH PROLONGED ABSENCES

Data regarding ten of these pupils whose development in spelling ability was affected by prolonged absences from school—absences generally due to illness—are shown in Table 1. Their intelligence quotients range from 109 to 151. During the years preceding the experiment, five of these children had progressed normally and five had made rapid progress. With the exception of Pupil 2, each child had a general scholarship rating of "Excel-

TABLE I

## DATA ON MENTALLY STRONG CHILDREN WHOSE SPELLING ACHIEVEMENT WAS AFFECTED BY PROLONGED ABSENCES

PUPIL	C. A.	IQ	GRADE	PREVIOUS PROGRESS	YEARS IN EXPERIMENT	YEAR'S PROGRESS	SPELLING GRADE SCORES		
							FIRST TEST	FINAL TEST	GAIN OR LOSS
1	9-6	128	H4	Normal	1.5	1.5	4.2	5.2	1
2	9-6	109	H4	Normal	1.5	1.5	2.9	2.9	0
3	8-6	151	H4	Rapid	1.5	1.5	4.2	5.6	1.4
4	8-7	143	L4	Rapid	1.5	1.5	3.4	5.1	1.7
5	9-3	114	L4	Normal	1.5	1.5	4.2	4.9	0.7
6	7-5	126	L3	Rapid	1.5	1.5	2.9	3.5	0.6
7	7-1	136	L3	Rapid	1.5	2	4.1	8.8	4.7
8	7-0	120	L3	Rapid	1.5	1.5	2.9	3.5	0.6
9	9-4	113	L4	Normal	1	0.5	4.2	4.7	0.5
10	8-1	114	L3	Normal	1	1	2.2	2.4	0.2

lent." Pupil 2 had maintained a rating slightly below "Good." Only Pupils 2 and 10 had noticeable difficulties with spelling previous to the start of the experiment.

An analysis of the data indicates that, with the exception of Pupil 7, the actual development in spelling achievement is not in keeping with the potentialities of the pupils. Strikingly low are the gains of Pupil 2 (none), Pupils 6 and 8 (.0.6 years), and Pupil 5 (.0.7 years) in a year and a half; Pupil 9 (.0.5 years) and Pupil 10 (.0.2 years) in a year. Prolonged absences of the pupils were caused by whooping cough, measles, influenza, tonsillitis, and severe colds. Each pupil in the experiment for one and a half years had at least three prolonged periods of illness, the total absence for each pupil ranging from 18 to 41 school days. Each of the pupils in the experiment for a year had at least two prolonged periods of illness, the total absence ranging from 21 to 49 days.

The irregularity of progress in spelling achievement of these pupils is illustrated in Figure 1. Pupil 7 had achieved spelling skill a year above her grade placement. Throughout the testing program she exhibited the type of spelling mastery which teachers strive to develop in children. Excused from

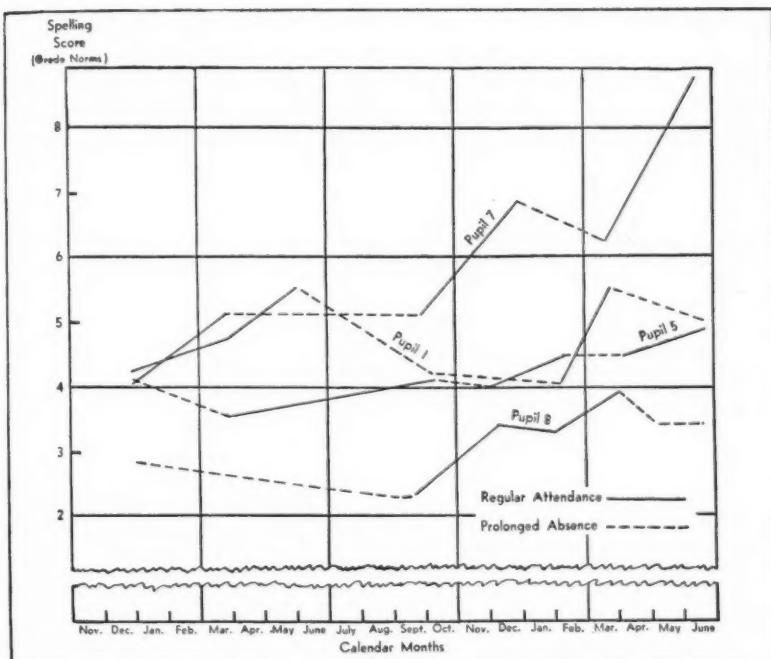


FIGURE 1. Progress in Spelling of Selected Pupils When Achievement was Affected by Prolonged Absence

formal instruction in spelling, she progressed in achievement from 4.1 to 5.1 (grade scores) in four months. After a period which included two prolonged absences due to whooping cough and measles, her spelling score increased only 0.1 of a year. Then her spelling achievement increased 1.6 years during the next two months. At the close of another period in which she was out of school for a while on three different occasions due to influenza and to colds, her spelling score dropped 0.2 of a year to 6.6 (grade score). But her health improved during the last three school months and she gained 2.2 years, reaching a final achievement score of 8.8.

Pupil 1 progressed commendably until he had whooping cough followed by measles and a severe cold. Then he lost more than he had gained, dropping from 5.6 to 4.2 in eight

months. During the next six weeks his spelling achievement jumped 1.2 years. After a similar period in which he was absent part of the time because of influenza, his spelling score dropped 0.2 of a year to a final score of 5.4 (grade score). During the three periods in which Pupil 5 lost or failed to gain in spelling achievement, he experienced absences due to severe colds, measles, and influenza respectively. Whooping cough and measles affected the spelling progress of Pupil 8 during the first nine months. Absence due to influenza accounted for his loss in spelling, occurring toward the close of the experimental period.

#### PUPILS IN ATTENDANCE WITH PROLONGED ILLNESS

Data regarding 14 of these pupils whose spelling achievements were affected by prolonged illness are shown in Table 2. Their intelligence quotients range from 107 to 132. During

TABLE 2  
DATA ON MENTALLY STRONG CHILDREN WHOSE SPELLING  
ACHIEVEMENT WAS AFFECTED BY PROLONGED ILLNESS  
THOUGH CONTINUING IN ATTENDANCE

PUPIL	C. A.	IQ	GRADE	PREVIOUS PROGRESS	YEARS IN EXPERI- MENT	YEAR'S PROG- RESS	SPELLING GRADE SCORES		
							FIRST TEST	FINAL TEST	GAIN OR LOSS
11	10- 5	109	H5	Normal	1.5	1.5	6.6	6.8	0.2
12	10- 4	107	H5	Normal	1.5	1.5	5.1	5.3	0.2
13	10- 8	114	H5	Normal	1.5	1.5	6.2	6.6	0.4
14	10- 6	110	H5	Normal	1.5	1.5	5.2	6.2	1
15	10- 0	117	H5	Normal	1.5	2	4.9	6.2	1.3
16	9- 8	122	L5	Normal	1.5	1.5	4.2	4.1	-0.1*
17	10- 0	117	L5	Normal	1.5	1.5	3.4	4.5	1.1
18	9- 6	120	L5	Rapid	1.5	1.5	4.7	7.3	2.6
19	10- 1	113	L5	Normal	1.5	1.5	4.9	7	2.1
20	9- 0	121	L5	Rapid	1.5	1.5	4.1	4.3	0.2
21	8- 9	132	H3	Rapid	1.5	1.5	3.3	4.4	1.1
22	8- 7	115	H3	Normal	1.5	1.5	2.5	3.4	0.9
23	10-11	112	L6	Normal	1	1	6.6	6.8	0.2
24	10- 3	118	L6	Rapid	1	1	7	7.5	0.5

\* In this table and other tables, the minus sign indicates loss.

the school years preceding the experimental period, four of the children made rapid progress and ten, normal progress. In general scholarship, Pupils 16 and 22 had been rated "Fair"; Pupil 12, "Satisfactory"; and Pupils 11 and 13, "Good." The general scholarship rating of the other nine had been "Excellent" or "Very Good."

Although rarely absent from school for long periods during the experiment, they suffered from continuing poor health conditions. Tonsillitis, malnutrition, severe backache, headache, infected teeth, nasal obstruction, gastric disorder, enlarged adenoids, and chronic appendicitis were included on their health records. Affected by one or more of these conditions, only two of the group—Pupils 18 and 19—approximated satisfactory progress in spelling achievement. In a year and a half, Pupil 16 retrogressed 0.1 of a year in spelling, Pupils 11, 12 and 20 gained only 0.2 of a year, and Pupil 13 gained 0.4; in one year, Pupil 23 gained 0.2 and Pupil 24 gained 0.5 of a year in spelling.

Figure 2 presents graphically the spelling progress of five typical cases from the group suffering from poor health while

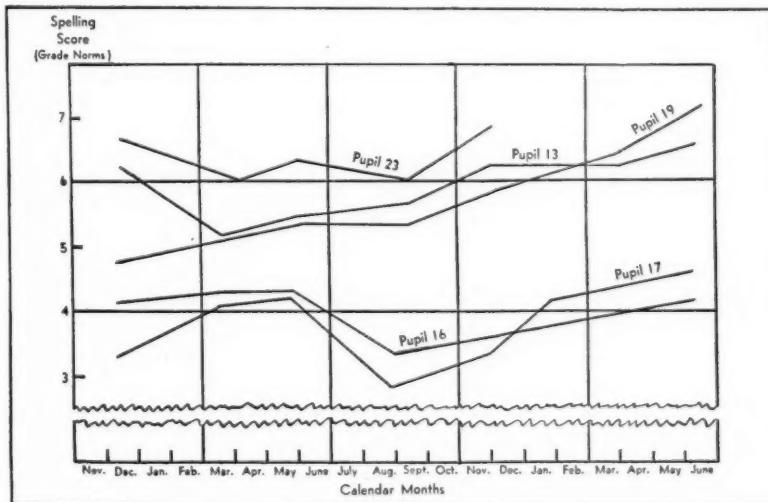


FIGURE 2. Progress in Spelling of Selected Pupils When Achievement was Affected by Poor Health

striving to avoid absence from school. Pupil 19 was very much underweight and suffered from dental caries. Dental care, dieting, and rest periods during the school day showed their good effects after September. In the next nine months her gain in spelling was 1.8 years. Pupil 23 had a series of attacks of chronic appendicitis during each of the two periods his spelling scores dropped. In the first period, he also needed considerable dental work done. During the first seven months of the experiment, Pupil 13 was a malnutrition case. She suffered from severe backaches also in this period and again during the first three months of the next year.

Pupil 17 had a severe gastric disorder from June to October. It had the effect of wiping out more than the fine initial gains he had made during the first part of the experiment. He had improved from 3.4 to 4.2 (grade scores) in five months. During the three-months period of severe gastric upset, his spelling score dropped to 2.9 and during the period of gradual recovery, his gain in spelling was small in comparison with his potentialities and previous spelling achievement. Pupil 16 was a "rest case" during most of the year and a half. She was underweight, had badly decayed teeth, and lacked the energy of girls her own age. Malnutrition was the cause of most of her difficulties. Throughout the experimental period her spelling achievement regressed more than it gained.

#### PUPILS WITH EMOTIONAL DISTURBANCES

Data regarding the five of these pupils whose progress in spelling was seriously affected by serious emotional upsets are contained in Table 3. Figure 3 illustrates the actual progress in spelling achievement of four of the cases. Pupils 25 and 26, above normal in intelligence, had become very much disturbed regarding their height, being considerably shorter than the other boys in their respective classes. Pupil 25 had a sister fourteen months older than he but very much taller; during the period of experimentation, another and younger sister outstripped him in height. In a year and a half, his gain in spelling was only 0.4

TABLE 3

## DATA ON MENTALLY STRONG CHILDREN WHOSE SPELLING ACHIEVEMENT WAS AFFECTED BY LONG EMOTIONAL UPSETS

PUPIL	C. A.	IQ	GRADE	PREVIOUS PROGRESS	YEARS IN EXPERIMENT	YEAR'S PROGRESS	SPELLING GRADE SCORES		
							FIRST TEST	FINAL TEST	GAIN OR LOSS
25	9- 0	118	H5	Rapid	1.5	1.5	5.6	6	0.4
26	9- 4	114	H4	Normal	1.5	1.5	5	5.6	0.6
27	9- 0	123	L4	Normal	1.5	1.5	3.3	3.9	0.6
28	8- 7	102	H3	Normal	1.5	1.5	3.3	3.9	0.6
29	8-10	108	L3	Normal	1	0.5	2.1	1.8	-0.3

of a year. The considerable drop in spelling achievement of Pupil 26 marks the period when he, too, became upset over his height. In addition to difficulties in spelling, his progress in reading and arithmetic was noticeably retarded. During the period he changed from a superior speller for his grade to an inferior one.

Pupil 27's mother spent most of her days away from home in civic and club activities. During the evenings she had little time for her children because of her club interests and responsibilities. The first symptoms of emotional upset on the part of the boy were noted in his lack of application, increased untidiness, and drop in scholarship. Soon followed truancy and petty thefts. The continuous slow progress in spelling achievement was characteristic of his other school achievements during the experimental period, although he possessed superior intelligence.

Pupil 28 was a pathetic emotional case. In her home lived a younger sister who was a helpless imbecile. To add to Pupil 28's disturbance, relatives were trying to separate her parents. Part of the time, her father had difficulty in obtaining employment. Under the circumstances it is remarkable that this little girl made as much as 0.6 of a year progress in spelling during the year and a half.

The father of Pupil 29 was a shiftless, lazy individual who had been thoroughly spoiled and indulgently helped throughout

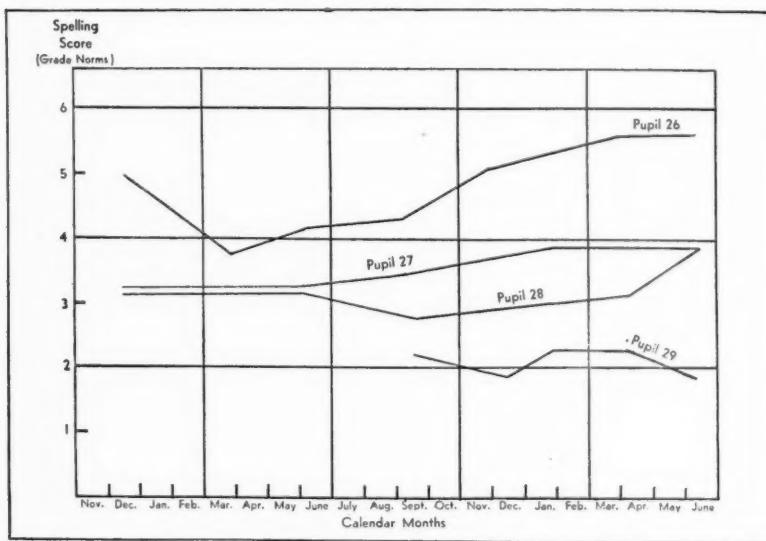


FIGURE 3. Progress in Spelling of Selected Pupils When Achievement was Affected by Serious Emotional Disturbance

his lifetime. The mother of this man continued to excuse all his shortcomings and to support him. Living in the same house with the family, she spoiled the child in the same manner, while his mother was out working. He was thoroughly disliked by his classmates because of his disagreeable disposition. This emotionally maladjusted boy, a year behind his grade in spelling achievement, retrogressed 0.3 of a year in the next school year. In fact, he repeated a half grade of schoolwork during the same period.

#### PUPILS WITH PHYSICAL DEFECTS

Data regarding the seven of these pupils whose progress in spelling achievement was affected by their respective physical defects are contained in Table 4. Their intelligence quotients range from 101 to 129. The previous school progress of five pupils had been normal; Pupil 30, rapid; and Pupil 32, slow. With the exception of Pupil 31, their general scholarship record had been "Satisfactory" or better. His scholarship had been

rated "Fair." Figure 4 presents graphically the progress in spelling of four of the seven cases.

Pupil 30 developed a cardiac condition caused by rheumatism. Under constant medical attention, she was permitted to attend school. Previous to the onset of the cardiac condition, she had made rapid progress in spelling as well as in her other school-

TABLE 4  
DATA ON MENTALLY STRONG CHILDREN WHOSE SPELLING  
ACHIEVEMENT WAS AFFECTED BY PHYSICAL DEFECTS

PUPIL	C. A.	IQ	GRADE	PREVIOUS PROGRESS	YEARS IN EXPERI- MENT	YEAR'S PROG- RESS	SPELLING GRADE SCORES		
							FIRST TEST	FINAL TEST	GAIN OR LOSS
30	9- 4	129	H5	Rapid	1.5	1.5	5.4	5.8	0.4
31	10- 6	104	H5	Normal	1.5	1.5	3.5	3.9	0.4
32	10- 1	108	H4	Slow	1.5	1.5	2.7	3.4	0.7
33	9- 7	101	H4	Normal	1.5	1.5	3	3.8	0.8
34	8- 6	113	H3	Normal	1.5	2	4.2	5.2	1
35	8- 1	121	L3	Normal	1.5	1.5	4.1	5.8	1.7
36	11-10	125	L6	Normal	1	1	4.5	5.2	0.7

work. Then followed a considerable drop in her spelling scores. In the next fourteen months, she made commendable progress from the low point but her net gain for the experimental period was only 0.4 of a year.

Pupil 34 had defective eyesight. For neither eye could he obtain complete correction with glasses. Being very studious he had achieved a high scholarship record in school. His accomplishment is illustrated by his high grade score in spelling at the start of the experimental period. The point at which he again began to make rapid progress in spelling indicates a change of glasses.

The speech defect of Pupil 31, which had caused his slow progress in reading in the primary grades, had affected his progress in spelling. In spite of his potentialities and his low initial score in spelling, he improved only 0.4 of a year in the eighteen months. During most of the time he was placed in remedial

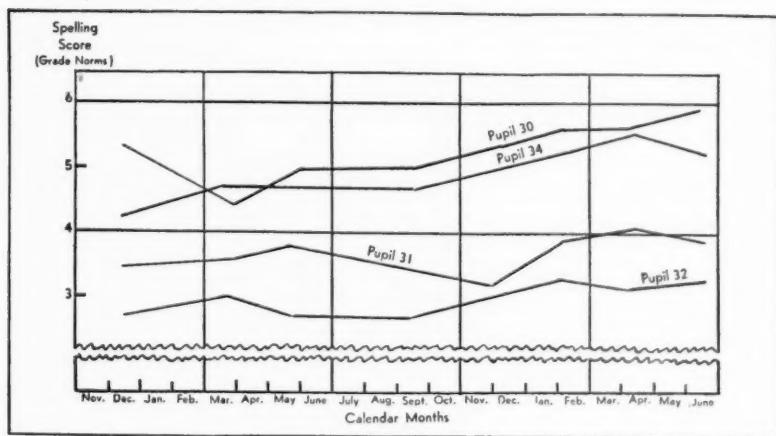


FIGURE 4. Progress in Spelling of Selected Pupils When Achievement was Affected by Physical Defects

spelling groups, given an exceptional amount of individual help. Pupil 36 was a speech defective also, who spent some time in the remedial spelling groups.

Two physical defects affected the spelling progress of Pupil 32. He was slightly tongue-tied and very far-sighted. The abnormal effect of bright light often caused inflamed eyes. Before and during the experimental period, he made markedly slow progress in spelling.

The spelling scores of Pupil 34 are all superior. However, the amount of progress he made during the experimental period and the final score he attained were below his potentialities. During the first eleven months of the experiment, he gained the 1.7 years in spelling achievement. During the next seven months, he made no gain. In this latter period he had bilateral atrophy of the eyes.

The audiometer tests disclosed that Pupil 33 was hard of hearing. Both ears were defective. Before and during the experimental period, she made slow progress in spelling. This type of progress characterized her achievements in reading also.

## PUPILS WITH ILL-HEALTH AND EMOTIONAL DISTURBANCE

Cases of nine pupils whose progress in spelling is marked by severe emotional and physical complication are included in the data in Table 5. Their intelligence quotients range from 107 to 128. Actual progress of these nine children is shown on the graph in Figure 5. The previous school progress of Pupil 43 only was slow. His retardation of a half grade was due to most of the same causes which affected him during the experimental period. The previous scholarship record of all of these children had been "Satisfactory" or better. Pupils 38 and 41 had made rapid progress.

Pupil 45 was an inferior speller for his grade at the start of the experimental period. At the close, he was a very superior speller, having improved 2.6 years in a year. In the same period he completed a year and a half of schoolwork. However, he had been over age, because of his previous health conditions. Also he possessed superior intelligence. His father had been, and still was, in a sanitarium for tubercular patients. His mother

TABLE 5  
DATA ON MENTALLY STRONG CHILDREN WHOSE SPELLING  
ACHIEVEMENT WAS AFFECTED BY A COMBINATION OF  
ILL-HEALTH AND EMOTIONAL DISTURBANCE

PUPIL	C. A.	IQ	GRADE	PREVIOUS PROGRESS	YEARS IN EXPERI- MENT	YEAR'S PROG- RESS	SPELLING GRADE SCORES		
							FIRST TEST	FINAL TEST	GAIN OR LOSS
37	10- 8	111	H5	Normal	1.5	1.5	5.2	5.8	0.6
38	10- 5	124	H5	Rapid	1.5	1.5	6.8	6.2	-0.6
39	9- 8	123	L5	Normal	1.5	1.5	4.5	6.4	1.9
40	8- 3	117	H3	Normal	1.5	1.5	3	3.4	0.4
41	7- 9	128	L3	Rapid	1.5	1.5	4.1	4.1	0
42	7-11	119	L3	Normal	1.5	1.5	2.4	2.9	0.5
43	11-11	112	L6	Slow	1	1	5.2	5.2	0
44	11- 1	109	L6	Normal	1	1	4.2	4.7	0.5
45	8- 9	122	L4	Normal	1	1.5	3.4	6	2.6
46	8-10	107	L3	Normal	1	1	2.7	3.3	0.6

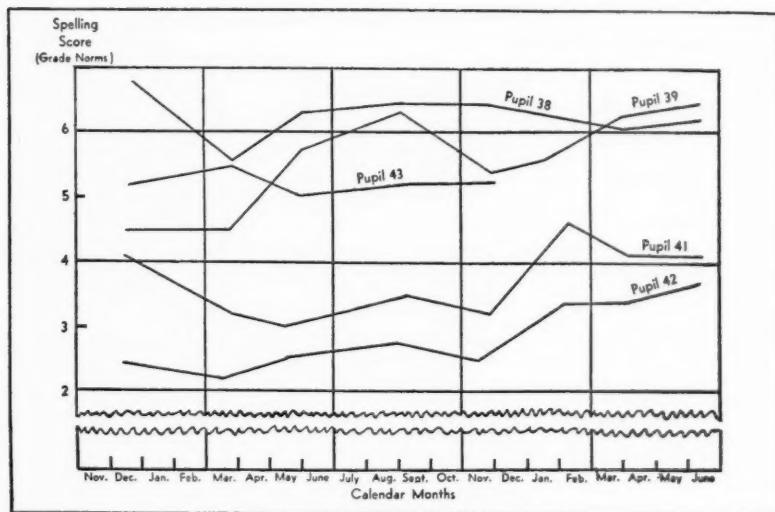


FIGURE 5. Progress in Spelling of Selected Pupils When Achievement was Affected by a Combination of Ill-health and Emotional Disturbance

obtained employment irregularly, working at various clerical jobs. The boy had been a tubercular patient but had recovered. During the experimental period, he took daily rests some time during the school hours and immediately after school. Also he was absent 29 consecutive days because of the measles and his very slow recovery. His progress in schoolwork, including spelling, was slight during his illness and shortly afterward. During the two months, his spelling gain was 0.3 of a year. But in the remainder of the school year, he gained 2.3 years.

The very irregular spelling progress of Pupil 39 was caused partly by very severe discipline administered by his father. During the year and a half, the boy incurred absences because of measles and colds. He also suffered a compound fracture of his right elbow and while unable to write with his right hand, tried to use his left. The parents of Pupil 46, obsessed with the idea that he would be a great singer, compelled him to spend long hours of practice in singing at the expense of normal play expe-

riences. He was afraid of his music teacher—a gruff, severe, exacting and highly emotional person who did not know how to teach children. The child had only 30 per cent of normal vision in one eye and less than normal vision in the other. His glasses provided only partial correction. During the year he was in the experiment, he was absent eleven days with measles and ten days with influenza.

In the same year and a half, Pupil 38 retrogressed 0.6 of a year in spelling, starting as a very superior speller and ending as an inferior one for her grade. Shortly after the experiment began, she started on a long program of dental care including orthodontia. She was very much underweight, requiring extra rest periods during school hours. During the experimental period, she was absent because of measles, then influenza, and finally a severe cold.

Pupil 37 was a very fat little girl because of a glandular imbalance. During the period of experimentation, she was in an automobile accident, suffering a sprained ankle, cuts, and bruises. She was on crutches for some time. She also had a nasal obstruction due to very enlarged adenoids. Her tonsils were large and infected. Pupil 44 was hard of hearing in both ears. She was also a malnutrition case. During the year she was in the experiment, she was bitten by a cat and given antitetanus treatment; contracted measles; and then was absent with a severe cold.

Two pupils ended up with the same spelling scores as their respective initial scores. Pupil 43 was slightly deaf in both ears. He was being treated for thyroid and pituitary gland conditions. Dental care was given to his many decayed teeth. Being undernourished also, he gained no weight during the year. Pupil 41 was exposed to maladjusted home conditions. During the year and a half, her parents quarreled bitterly, separated, and finally were divorced. Shortly after, her mother married again. The child resented for some time the presence of the stepfather in her home. She had recurring attacks of tonsillitis, was absent frequently because of colds, and was out of school awhile with the measles.

The case of Pupil 42 is marked by a series of tragedies. In the short span of eighteen months, his bedridden mother died from cancer. The father was unfortunate in his choices of housekeepers he employed successively in an effort to maintain a home for his two children. A second marriage occurred, followed very quickly by a divorce. Then, preoccupied with his problems, the father drove his car into a train, injuring his children and himself. Three weeks after the accident, the daughter died from her injuries. During the same year and a half, Pupil 42 developed considerable dental caries and suffered from tooth-ache. Under the circumstances, his actual development in all schoolwork was considerably retarded.

## LEARNING EXPERIENCES BASED UPON COMMUNITY LIFE

J. RUSSELL CROAD, *City Superintendent of Schools, San Bernardino*<sup>1</sup>

### JUSTIFICATION FOR THIS APPROACH TO LEARNING

For many years it has been the contention of educational leaders that the environment outside of school offers superior opportunities for concrete and purposeful learning, and that firsthand contact with the actual things of life is the best way to provide a genuine education. The almost universal acceptance of this principle, in theory at least, should make justification of this approach to learning unnecessary.

Any unfavorable reaction to the use of community facilities usually can be traced to poor planning on the part of the school or a superficial understanding of educational objectives involved. Teachers and the class, as well as the community, must be impressed with the fact that firsthand experiences which require excursions to agencies within the community are interesting learning experiences, not amusing social activities. Lack of previous preparation, pointless questions, poor conduct, and even so minor a thing as permitting children to accept samples of food-stuff at some factory, can cause an adverse reaction to this program on the part of the public.

Not all learning experiences should be based upon community life. Mastery of the tool subjects—reading, writing, English, arithmetic—is undoubtedly stimulated due to the meaning given it in real community situations. The fact that real life situations are made a part of the curriculum does not in any sense mean a substitution of this approach to learning for all other approaches.

<sup>1</sup> Formerly City Superintendent of Schools, Monterey.

### UNDERSTANDING ALL COMMUNITY LIFE BEFORE PLANNING LEARNING EXPERIENCES

Before turning to learning experiences we must consider the community life upon which the learning experience is based. It is rapidly becoming common practice to survey the community resources for this purpose. A survey of community resources by the school as a means of expanding the curriculum is not a new idea. Many communities—for example, Santa Barbara, San Jose, Sacramento, and Los Angeles—have compiled reference books on community resources to aid teachers and curriculum committees to plan better for units of work. Courses of study, bulletins, reports of committees, and pamphlets from school districts large and small in all parts of the country show an increased interest in this vital part of the educational program over a period of years.

As this paper is supposed to be a practical illustration of learning experiences based upon community life, and not a theoretical discussion of the topic, the remainder of the space will be devoted to specific illustrations from the community of Monterey. A book could be written on the phases of community life which the school could draw upon to enrich the educational experiences of the children. A brief outline of points which should be included in such a survey, are indicated in the following study of Monterey. This outline will include the historical background, population, industry and occupations of the people, government, federal institutions, topography, and natural resources.

#### STUDY OF MONTEREY AS AN EXAMPLE

Monterey has been taken as an example of the use of this method. A sketch is given first of the chief facts about the community as a necessary prelude to the understanding of the educational experience described later.

In many respects Monterey is a typical town. Almost any school district in the state could be substituted and a survey

would reveal similar results. Every California town had a first citizen, someone of prominence in civic affairs. There was a reason for the founding of every community in this state. Some important historical event took place in or near every community. There are interesting stories and legends concerning the past of almost every part of the state. The early history of any local school system gives an insight into the early community life. Historical buildings and monuments tell a story of past events.

The historical background is of value in understanding the present-day life of any community. The historical background of Monterey is of unusual interest. Fifty years after Columbus discovered the east coast of this continent, Cabrillo sailed into Monterey Bay. The history of the period that followed belongs as truly to the whole nation as the story of Plymouth Rock.

The names of Viscaino, Portolá, Serra, Larkin, Colton, and Sloat, are as important to us as the famous names of those in history who founded the colonies on the Atlantic Coast.

This town became the center of government for Spain and Mexico in California. Historical buildings still standing tie the present to many of the historical events of that day: Colton Hall, first capitol of California and meeting place of the convention which drafted the state constitution, is now used for city offices; San Carlos Chapel [The Royal Presidio Chapel] and Carmel Mission, still used for religious purposes, bear testimony to the place of religion in the life of Monterey people; the Custom House, where the first American Flag was raised in this territory, still stands; the First Theater in California, now a state monument, shows Monterey's early interest in the arts; the Larkin House and several other buildings of that period represent the first examples of what later became known as Monterey type of architecture; the Whaling Station recalls a once flourishing industry which brought to Monterey the influence of New England; the Boronda Adobe, the first California school; a portion of Colton Hall used for California's first American school. These and dozens of other illustrations give meaning to present-day life in the community through an understanding of its back-

ground. Although this historic background is more prominent in Monterey than in many communities, other communities might find a wealth of information heretofore untouched for educational purposes.

*Population.* Monterey is a typical town in population with approximately 10,000 people in the city and 12,000 in the district before the rapid growth due to the war. A survey of nationalities reveals many interesting facts. The old Spanish and Mexican families who were the first families of its early history have now faded to a small minority. The fishing industry has attracted a large number of Sicilian fishermen and a smaller group of Japanese. The depression and the migrations from the Dustbowl in the Southwest brought many people to this community from Oklahoma and neighboring states. A short time ago 40 per cent of the people on relief in the county lived in Monterey. A survey of one classroom revealed twelve nationalities. The home background, customs, and living conditions of this large number of nationalities cannot be overlooked in any approach to education in this community and most decidedly must be considered in learning experiences based upon our community life.

*Industry.* The community as a seaport and trading center has lost its prominence in the state to cities more favorably located for trade. Cattle raising and truck farming are major industries in the near vicinity. However, their effect upon life in this community is negligible.

The fishing industry is the big business of this community. A catch of 200,000 tons of sardines a year requires a purse-seine fleet of approximately 100 boats, each capable of bringing in 150 tons a day. Market and abalone fishing are almost of equal importance.

Thousands of tons of sharks have been added to the commercial fishing total in recent years. Sharks are \$1200 a ton and a new industry has been created through the recently discovered medicinal value of shark liver oil. The fish canning industry is

represented in the eleven fish canneries employing thousands of cannery workers for five months of the year.

The natural beauty of the Peninsula, the Seventeen-mile Drive, famous golf courses, interesting and historic adobe buildings and resort hotels, make the tourist trade another major industry.

To these two industries should be added all of the occupations which a survey will reveal in any community: the bakery, dairy, service station, many stores and shops, workers of the waterfront who maintain and operate the boats for the fishing fleet, firemen, policemen, traffic officers, health inspectors, employees of the American Can Company, and others.

*Government.* The government of this city is typical of the government of communities of this size. Only a few words are necessary to describe it here. In a survey for local school purposes more details would of course be necessary. It is enough to say that we have a typical chartered city with a city-manager form of government. Ample provision has been made for health, recreation, and library facilities, and for sanitation.

The activities of the federal government must also be considered in a survey of this community. The post office, of course, is common to all communities. To this activity we add the operation and maintenance of the lighthouse and the bell buoys, and the supervision of the harbor by the United States Coast Guard. A United States custom office is maintained here as it was in the time of the Spanish and Mexican occupation of this area. A military post was established in Monterey at the time of the Spanish Occupation. The Presidio of Monterey was for years the home of the Eleventh Cavalry and the Seventy-Sixth Field Artillery. Recently this garrison of approximately 3,000 men has been increased by the addition of Fort Ord and the men stationed there.

*Art.* Any survey of Monterey should not overlook the contribution made by the colony of writers and artists who have been attracted to the Monterey Peninsula. The Stevenson House,

recently acquired as a state monument, recalls the fact that Robert Louis Stevenson made his home here for a time. Since that day an impressive list of writers and artists have made their homes in this community. Prominent among the group are the poets, George Sterling and Robinson Jeffers; and the authors, Harry Leon Wilson, Lincoln Steffens, Upton Sinclair, Sinclair Lewis, Will Irwin, Sam Blythe, Martin Flavin, John Steinbeck, Anne Fisher, and others.

Jo Mora, creator of the diorama in the California Building, and Dudley Carter, who carved the large redwood figure in the Fine Arts Building at the Golden Gate International Exposition on Treasure Island, are members of the art colony. Over 150 other artists live in Monterey. Many of them, such as Armin Hansen, Paul Dougherty, William Ritschel, Howard Smith, Arthur Hill Gilbert, have attained national and international honors.

*Education.* How the community provides for the education of its children should be included in a survey which has as its purpose giving an understanding of life in the community. Within the district are six elementary schools, one of which houses seventh- and eighth-grade children of the city. The union high school, located in the city, is in a separate district. In a community where change has taken place slowly, it is natural to find a conservative attitude toward education. The buildings, with the exception of one completed in April of this year, are all over twenty years old. The visitor to a Monterey school today would find every fourth teacher new to this school district this year. He would also find that one-third of the children in a classroom were not enrolled in that school last term. Children from homes where a foreign language is spoken and children from transient families have many educational handicaps. The educational program in this community must be planned to meet the needs of these children. Most of the graduates of the local schools find employment in the canneries, in trades, and business. Only between 5 and 10 per cent are enrolled in college after graduation from high school.

**TYPICAL LEARNING EXPERIENCES BASED UPON COMMUNITY  
LIFE IN MONTEREY**

With this brief description of Monterey life in mind, let us turn to the consideration of some educational experiences based upon life in this community. Firsthand experiences provide a genuine basis for the education of all children, but such experiences are of even greater value for the child of limited background or ability. This method will stimulate imagination, broaden the understanding of the more or less commonplace phases of our environment, and bring reality to the abstract ideas of the printed page. The Monterey child with a narrow, meager, or limited background will profit greatly by this direct learning experience which opens up new horizons for him.

The course of study in social studies of the Monterey Public Schools is made up of a sequence of units that include many related science experiences. This course of study is paralleled by a sequence of science units which could be developed separately or could be made a part of the social studies experiences of any grade. The units suggested for each grade level follow the general practice throughout the state. The course was written by Monterey teachers and was based upon the life conditions in this community. Teachers at each grade level are guided by the objectives agreed upon for each unit. The development of the unit is left to the individual teacher and her class. However, the course of study suggests many approaches to each unit, outlines the content, gives examples of experiences which other Monterey classes have found valuable, and has a carefully selected bibliography.

A few units and firsthand experiences at each grade level may serve as examples. Many short units are suggested for kindergarten and transition classes. Typical ones for this age group are the Beach, Boats, the Airplane, the Automobile, Trees and Birds, Gardens, the Playhouse, and others. This group depends very much upon community life for firsthand experiences.

Teachers have listed seventy which require the class to take excursions into the community. The unit on Rocks and Soil suggests a visit to a near-by excavation, a trip to a rock garden, or a trip to watch adobe bricks being made by a process not very different from that used by Indians in early Monterey history.

A visit to a busy intersection to watch traffic signals and the control of traffic provides much of the material for a unit on Safety.

All the vocabulary development, music, rhythmic work, dramatic play, and art work during the unit on Trains follows a visit to the railroad station.

Similar suggestions are made for units at the next grade level. The School, the Home, and the Farm suggest a visit to a home to see a new baby, a pet, a garden, a playhouse, etc. A visit to a furniture store is suggested for a group. A near-by farm, chicken ranch, truck garden, a dairy farm, a nursery or a vegetable market provides firsthand experiences for other groups.

The unit on Workers of the Community at the second-grade level has a wealth of firsthand experiences. A talk with a traffic officer, a trip to the police station, a trip to the fire house, the dairy, the bakery, the service station, an interview with the mailman, the school milkman, the representative of the Dairy Council, are but a few of the many worth-while experiences. The section of this unit devoted to Workers of the Waterfront serves as a good illustration of the educational possibilities of this approach to learning. It is a unit based upon typical life situations in this community. Although it seemingly is something quite familiar to all who participate in it, the interest is always very keen. Excursions to the beach, the wharf, and to Cannery Row provide the firsthand experiences from which the class draws a wealth of interesting information and about which the teacher is able to weave valuable learning experiences in reading, spelling, number concepts, language arts, art, music, dramatization, to say nothing of less objective lessons in citizenship, sharing responsibility and tolerance and understanding of the problems of those who are engaged in all types of occupation.

New community experiences are offered at the third-grade level by the study of recreation, education, library, newspaper, radio, post office, and harbor protection. Topics of this kind can be studied by this age group through firsthand experiences. They are too complex and involved to be approached in any other way than through the degree of understanding the group has, when they come in contact with each situation directly, as a part of a guided firsthand experience. A trip to the park is certainly a commonplace experience for every child in the group. It takes on new significance, however, when the class learns in an interview with the head gardener the place of the park in community life. The same is true of the study of harbor protection. The lighthouse on the point, bell buoys in the harbor, and the breakwater have been observed many times by the children before they go on a class excursion to the waterfront. Now these protections for the harbor take on new meaning as their many uses are discussed. Trips to the library, newspaper, and post office bring similar results.

Community life at the fourth-grade level is expanded to take in the county and the state. The evidence of the historic background in this district provides many opportunities to tie community life to that of its neighbors. The mission at Carmel and the older chapel in Monterey are seen as links in a chain which reaches to the ends of our state. A visit to the mission and a discussion of the life which was once centered in it helps broaden the child's point of view, leading him from a narrow conception of a single community to a realization of the county and state. As a result, missions become more than merely interesting buildings that made good subjects for soap carving.

At this level, too, related science units provide additional learning experiences. The names of several fourth-grade units tell the story: Wild Animals of Monterey County, Tidepool Life, Shrubs and Trees Native to Monterey, and Gardens. It is evident that a study of these subjects from books would be ridiculous when there is a laboratory at the doorstep. A visit to the ocean shore at low tide, a visit to Hopkin's Marine Station, a

few hours collecting specimens of tidepool life for the aquarium and collecting seaweed to be pressed and mounted provide experiences not found in books. Trips to the near-by Forest Reserve to study native plants and shrubs, seeds gathered and planted for a native shrub garden, and trees and shrubs planted in the home garden, are but a few of the obvious firsthand experiences available. This learning experience has a practical application, as native shrubs will grow with little care or water. This is important in a community where water rates are high.

Many of the fifth- and sixth-grade units are devoted to Transportation, Communication, Conservation, Shelter, Food, Clothing, Education, Employment, Records, and Leisure. Several of these units have been developed quite completely at each grade level in almost every community. Trips to baking plants, factories which prepare food, to the telephone office, radio station, airport, the wharf, bus station, railroad station and post office as firsthand experiences need little emphasis here. Each unit offers any number of opportunities for a study of community life. A typical suggestion from the course of study, from one of the units not commonly developed, Leisure, serves as an illustration:

1. Make a community survey to find provisions for recreation.
2. Interview a local artist, writer, or musician and invite him to talk to the class.
3. Visit the library, radio station, and so on. Interview the librarian and arrange a talk to the group.
4. Organize a calendar of community events, Musical Art Association, Garden Club, History and Art Association, etc., and arrange to attend an appropriate meeting.

The eighth grade in the Monterey schools is a level at which there is an opportunity for meeting a real community need, that of making the newcomer to the community aware of Monterey's unique place in California history. There is a need to develop pride in the community, and understanding of its unusual heritage, that of being surrounded by so many unusual examples of

real California life. Priceless historical monuments have been ruined in this community in an attempt at cheap modernization. Beautiful trees were cut down to provide a place to dry fish nets when many equally good places were available. Little was known or appreciated by the newcomer of the part Monterey played in California history. In too many cases citizens felt more concern for the problems of their Mother Country than for the local civic, social, and economic problems. The two foreign language groups are frequently referred to as the Italian Colony or the Japanese Colony. With so high a percentage of the community included in these groups, it was apparent that attaining real American ideals would be greatly retarded if the schools did not assume some responsibility for overcoming the problem, at least with the second generation. Even though the part to be played by the elementary school was an exceedingly minor one, it was accepted as a goal for the culmination of eight years of social studies. The unit of work at the eighth-grade level on Monterey Yesterday and Today was the result. It is impossible to describe in a few words the many accomplishments which result from three or four months devoted to this subject by an interested group of children under the guidance of a good teacher. A review of the objectives and content of this unit indicates the many worth-while learning experiences which are related to community life.

The section of this unit on Education has a special significance, as it is our method of providing articulation with the high school. An interesting situation about four years ago resulted in the addition of this material to the course of study. A Parent-Teacher Association meeting in an eighth-grade room one evening had as its subject the sequence of the units of work of the eight years of elementary school. The outline was still on the blackboard when the class assembled the next morning. The children were immediately interested. Surprisingly enough, they had been through most of the work which was outlined on the board, with no conception of the pattern they had been following. The natural inquiry on the part of the group was what

was to come next. The whole study of high school life, activities, and the curriculum, was then brought up for discussion as a phase of Monterey Life Today. Student and faculty speakers from the high school were given a prominent part in the series of discussions by community representatives which were arranged each year to give pupils insight into the activities of the community.

The unit as outlined in the course of study has the brief notation on firsthand experiences (1) Talks to the class by prominent citizens about early Monterey, and (2) Excursions to places of historical interest. The enthusiasm of prominent citizens in the History and Art Association, as they explain to the class the importance of our historical landmarks, is bound to be contagious and make a deep impression upon children. A visit to the famous Larkin House, where the children are greeted in the same gracious manner for which the Larkin family has been noted for generations, makes a lasting impression upon children, many of whom are from underprivileged homes. Colton Hall, built for a school, and the building which housed California's first constitutional convention; the First Theater, the Mission, the Whaling Station, and a dozen other famous buildings which were formerly taken for granted by the group, now have a new meaning in interpreting this city to the new generation.

Business men, professional men, and government officials have acted as guides, have been interviewed, have spoken to the classes, and have given generously of their time on numerous occasions.

This unit has been culminated in a pageant each year for five years, a pageant made up of eleven tableaux representing "Monterey Under Three Flags." Appropriate music from a chorus and orchestra, and student speakers, present the material in a colorful and dramatic manner. As the combined effort of all eighth-grade children in our schools, it is presented each year as their gift to the city. It serves also as a graduation program. The reaction to this unit by the children is nicely summed up in a

statement made by one boy to his teacher: "Monterey doesn't seem like the same place we have always lived in."

The early life in this community can be made dramatic, interesting, and meaningful. It is presented to children at an impressionable age. In the development of these experiences, the school believes a definite step toward good citizenship and love for their community has been taken.

Science units of work have been mentioned briefly at the fourth-grade level. Units of work at each grade level have been developed to supplement social studies units, in some cases, and in other cases are developed independently. Time does not permit extended reference to this material. One point concerning its development bears directly upon the topic under discussion. The staff found little science material pertaining to the Monterey area available for reference in attempting to plan this course. The most valuable contribution to its development grew out of a series of excursions into the community by the staff under the direction of the members of the Science Department of a near-by state college. About six or seven such excursions, each lasting a full day, under the expert leadership of a specialist in some field of science, gave the group a most comprehensive view of the science possibilities on the Monterey Peninsula. With this incentive, and aided by supplementary material from state sources, the present sequence of science units was developed. As it is to a very great extent based upon conditions as they exist in this community, or refers to materials readily available in the community, it is natural for the teacher to direct children to local sources for study and information. About five units have been outlined for each grade level. The approach to their development is quite similar to that described in the social studies units.

The cumulative record card used by our schools is a valuable aid to the teacher in organizing and planning firsthand experiences for each unit. A space on each card indicates the date and place of each excursion and provides the teacher with an opportunity to record the child's growth as a result of the excursion. A brief study of the cards in any class will prevent repetition of

the same excursion each year when other, more valuable, opportunities could be planned. It also indicates which children have had few experiences of this kind and permits all children to share in this valuable opportunity for individual growth. Our experience has shown the value of small groups and committees going on excursions, rather than the entire class. A study of the data on the card of a child in the fourth grade, selected at random from that group of children who had spent their entire school life in Monterey, shows a record of nineteen excursions.

#### RELATED LEARNING EXPERIENCES

Language arts has been selected as an illustration of some related learning experiences pertaining to the units described. This subject has been selected because many children in this community come from homes where a foreign language is spoken, and where opportunities for self-expression are limited. The systematic planning of an excursion by the class offers many opportunities for oral expression in the discussion of the objectives of the excursions and in the arrangements necessary for an interview to gain permission from the agency to be visited. The opportunities for conversation and questions during the excursion, the notes written during the visit, the letters of appreciation to the guide and to other people who provide transportation and assist the group, and reports to the class are all quite reasonable and meaningful activities in which the children may participate. Intelligent conversation on a subject about which all children in the class have some firsthand knowledge and a common background, regardless of the wide range of abilities and social advantages, and which does not depend upon the individual's ability to read, is an excellent learning experience in which all children may participate.

Another language experience has grown out of a situation commonly found where a local community is used for a subject. Several groups have found very little material available to which they could refer children of limited reading ability. Quite often material available is on an adult level. This is particularly true

of subjects of a local interest. This challenging situation has resulted in the writing of several co-operative stories at different grade levels. Children are quite proud of a book, written in their own words from sources which they have explored, which they can turn over to future classes of the same grade level.

The examples given here of the community's contribution to learning are all related to Monterey. In selecting learning experiences based upon community life, it is natural to select those phases of community life which are most impressive, and which have the greatest significance to the citizens in the community. Every other school system in California should select those things which are meaningful and have significance in their community for emphasis. The school people, in planning courses of study in other communities, should survey their resources and should emphasize those phases of community life which will produce the most benefit for the children. When the teachers first embarked upon the program of reorganizing the social studies and science courses of study, Monterey seemed to offer few opportunities for firsthand experience. The more its possibilities were explored, the greater they seem.

## THE FUNCTION OF THE MODERN ART MUSEUM IN GENERAL EDUCATION

JOSEPH E. KNOWLES, *Chairman, Education Committee  
of the Santa Barbara Museum of Art*

So much has been written recently on the place of the art museum in education that one finds a stupendous number of ideas discussed in terms, which raise the question of what specific purpose art museum educational programs are aiming to accomplish.

With this in mind the following is an account of what one institution is doing to prove that the art museum can function as an integral part of community life, and that it can be used to assist the educational program of city and county schools. The program under discussion was designed to accommodate a community of less than fifty thousand people, and therefore it might not be applicable in cities in which a larger number of pupils and teachers would have to be served.

### GENERAL ORGANIZATION OF MUSEUM PROGRAMS

The success of any such project will depend largely upon the location of the museum itself. It has been found that transportation difficulties which arise when long trips must be made lessen the success of co-operative effort. In Santa Barbara, however, these problems have been overcome by a unique situation. The building which now houses the Museum of Art was at one time the post office and, consequently, is centrally located. This means it is easy of access from the various city schools, in most cases being within reasonable walking distance. The value of such a location may be realized if one considers the serious aspects of transportation in wartime, especially the rubber shortage and gasoline rationing.

In planning the educational program centered around the Junior Art Center, an effort was made to determine the needs of the community and how those needs might be met. In gathering this information, it was assumed that the schools were rendering excellent community service and that the museum would not supplant, but supplement and put at the disposal of students and teachers, additional opportunities and materials to aid in the development of the existing program. Learning by doing is an overworked cliché, but it is still basic to a psychologically sound educational program. If the pupil is to learn by doing, he should be guided into the channels of original thought by having before him an example of how someone else solved the problem which he is struggling with at the moment. It is unreasonable to expect the average teacher who is confronted with technical questions concerning the art of portraiture, figure composition, or landscape painting to answer them intelligently. If the same teacher could produce a Rembrandt, a Titian, a Picasso, a Rubens, a Cezanne, a Ruisdael, or a Van Gogh, the discussion and study might then center on how the art had been done before, and how it might be tried now. Such a procedure obviously would lead to an interest and appreciation of the international language of art, and how closely related to the contemporary individual, all peoples of the earth, both past and present, are now and have been. What better approach could there be to a clearer understanding and a finer concept of the real meaning of education and cultural development?

If this approach has merit, then it follows that at least the teacher must have at his disposal the best examples of creative art of all ages. Perhaps it is this function which the museum is best fitted to perform. Through the use of a carefully selected and properly mounted traveling library of fine reproductions for classroom use, the pupil may have placed before him on a moment's notice the means to a clearer understanding of the social, intellectual, cultural, and industrial life of almost any period in the history of man.

The popular misconception of the place of the artist in the social structure of any period in history has grown up over a long period, a fact that only recently is beginning to be generally understood. It is a barrier that still remains to some extent between the artist and the public. Once the sentimental and romantic picture of the artist as a long-haired, unwashed, black-tied, eccentric social misfit has been erased, and once we clearly see that throughout the history of the human race the artist was simply an individual whose sensitivity to the world about him was highly developed, and that his skill in recording his reactions was merely a matter of training, then this barrier is in part removed. Through association with the results of the artist's skill in solving problems familiar to us all, we appreciate how profound and how searching the thoughts behind such results are.

#### NECESSITY OF MAINTAINING HIGH STANDARD IN PRESENTATION

Although in the elementary and secondary school classrooms the teacher can do no more than suggest the implications of the foregoing paragraph, there are effective ways of stressing the importance of art and the artist. Perhaps one of the most effective ways of raising the standard of the pupil's aesthetic taste is through the display of properly designed, properly executed visual materials. The lasting effect of proper visual aids is helpful in many ways. The matter of taste, good or bad, is a factor which all instructors should be constantly watching. Poor examples presented in slipshod pictures or illustrations clipped from a current magazine and used as a visual aid may sooner or later have its effect upon the pupils and may be reflected in the thinking and in the daily life of the individual. If the practice of using poorly designed visual aids in classrooms were difficult to overcome it would be somewhat excusable, but actually it can be so easily avoided that there is no reason for allowing it. When a class is engaged in studying foodstuffs and the teacher wants to introduce illustrative material, if instead of clipping a third-rate color photograph from a magazine she uses

a fine reproduction, or an original still life composition, she has done more than merely show a picture of foodstuffs. Care in the selection of proper visual materials is not the result of long hours of extra work on the part of the teacher, it is simply a matter of proper selection in the first place. That a properly equipped museum department whose function is to supply and aid the teacher in the selection and furnishing of proper visual aids could play an invaluable part in the development of a general education program may be clearly seen.

In addition to a circulating library of objects of the fine and applied arts already mentioned, a well-planned program of activity in the museum itself plays a vital and important part in the development of the creative efforts of elementary and secondary groups. Here the teacher may call upon all the resources of the well equipped museum. The Museum of Art in Santa Barbara has a portion of the building set aside for just such activities and it is known as the Junior Art Center. In this museum within a museum it is possible to carry on a creative arts program which has been carefully integrated with the existing school curriculum.

The Junior Art Center is actually a workshop and gallery for children where it is possible for teachers to study new techniques and new mediums and to supplement classroom work with special exhibits arranged by the museum staff. It thus becomes possible for the museum to function not as an arbitrary institution, but as an adjunct to the school program. Through gallery tours in the museum proper, and under the guidance of the museum staff, the teacher is able to combine actual work projects with study and evaluation of the almost unlimited sources of interesting materials in the museum collections and exhibitions.

#### FIELD EXTENSION ACTIVITY

Most of the discussion in the foregoing paragraphs has referred to the actual use of the museum building by students and teachers who are able to go there for that particular purpose.

However, there is another phase of museum educational activity which has become increasingly important in the last few months, that of extension work in the remote county schools whose location makes direct contact with the museum impossible. This "taking the museum out" is perhaps one of the most interesting, and at the same time one of the most difficult tasks in museum work. To solve numerous problems that hinder this phase of the work requires careful planning and consideration. Through close co-operation with the teachers it is possible to schedule a program which includes the use of motion pictures, exhibitions, illustrated lectures, and classroom demonstrations of various techniques, all of which are related to the classroom work. To be of value to pupils or teacher such a program cannot be arbitrary. It must be thoroughly integrated with the curriculum. In the past year the writer found that the simple expedient of sending out a short questionnaire, which included a time schedule, made it possible to carry on a successful program. Although the procedure was admittedly experimental in the beginning, it proved to be of great value in determining how far such a plan could be developed, and some of the pitfalls. The use of a questionnaire compiled from curriculum information made it possible to gather material well in advance of the actual class discussion, thus avoiding inadequate preparation. This method also allows the teacher to request that certain specific subject matter be taken along for presentation. Whereas the teacher would ordinarily be forced to spend many extra hours in research, a museum program designed for this purpose has the desired materials at hand and properly cataloged. If, for example, early American history is being studied and the teacher would like to show the arts and crafts of the period, the museum can select an exhibition of silverware, glassware, rugs, furniture, portraiture, and landscape painting. These materials are taken to the classroom and arranged to suit the needs of pupil and teacher. A comparative remote period of history is made more stimulating and a more realistic study of the early history of America is made possible. The same plan may be applied to any

period and any country, and it will be readily seen how much more complete the pupil's understanding will be of the life and time of any people if he has had direct contact with the results of the serious creative thought of that people.

The creative efforts of any period are a direct reflection of the social, economic, and spiritual aspects of that period, and until the pupils have an understanding of those efforts they are apt to have an incomplete picture of the period. Even more important, its relationship to the present will not be properly appreciated.

It is interesting to know why wood is used for building purposes in one part of the world, and stone in another part, but it is even more interesting and important to know how these materials have affected the architectural forms that are common to us. Obviously enough, there is a good reason for the vast differences in refinement of line and form represented by a Chinese porcelain on the one hand and a crude stone vessel carved by the early Pacific Coast Indian tribes on the other, but too often the reasons *why* are not pursued in the classroom. If a teacher has the materials and information at hand when needed, invaluable assistance in proper presentation of the subject is rendered. This has a direct bearing on the importance of the part the museum's educational program can play in assisting the schools to carry to a more nearly complete fulfillment, the aims and objectives of its curriculum.

As to the activities within the Junior Art Center itself, which might be considered extracurricular, unlimited possibilities present themselves. In the past year, visitors at the Museum of Art in Santa Barbara have been delighted and impressed by a series of exhibitions of the work of school pupils from many different age groups. The work displayed was selected by the teachers and sent to the museum. The exhibitions were arranged by the Junior Staff of the museum under the direction of a regular staff member. The organization of the Junior Staff is identical with the regular museum staff with Director, Art Director, Secretary, and Registrar. Suggestions for exhibitions

and lecture programs come directly from the Junior Group and are discussed with adult members in charge. Every effort is made to carry out plans suggested by this group, making it possible to create and maintain an interest which would otherwise be entirely dependent on adult supervision. The responsibilities assumed by the children constitute a separate contribution to educational development, and are part of the well-planned museum education program.

## NATIONAL SCHOOL MILK PROGRAM

SAMUEL E. WOOD, *State Supervisor, Food Distribution Administration,  
United States Department of Agriculture, Los Angeles*

After years of discussion by educators, parents, nutritionists, and by persons connected with medical and public-health groups, and government agencies, a national school milk program directed at rural and small urban schools has become a reality. The new program, inaugurated at the beginning of the current school term, permits children to buy a half-pint of milk each day at school for only a penny.

Surveys reveal that millions of youngsters fail to drink sufficient milk to furnish the nourishment essential to proper growth. Milk is the most practical source of calcium known and a good source of phosphorus, both of which are required for the development of bone and tooth tissue. A quart of milk a day is the amount which each child should have in order to receive the calcium recommended as necessary by the National Research Council of the Committee on Foods and Nutrition. Since many children are provided with little or no milk at home the new school milk program is meeting a definite national nutrition need.

The war experience of Great Britain indicates the vital relationship of public milk programs to general community health. School milk programs were established in England during the early part of the last decade. The Education Act of 1930 enabled authorities in Scotland to expend public funds in supplying milk to children at school. This early program is recognized by British officials as an important factor in the present health of British armed forces. During the present war, however, the nutritional needs of these children have more nearly been supplied. In addition to a well-balanced hot meal served at school, school children receive three and one-half pints of milk a week.

Those under six are granted seven pints a week. The two programs of school milk and the serving of school lunches have practically eradicated undernourishment among the children of war-torn Britain and have helped to reduce the effects of malnutrition which showed during peacetime in great numbers of cases of rickets.

Like projects to provide school lunches, the serving of school milk is a community program. While local groups bear the responsibility of operation, they avail themselves of financial aid from the government. This aid is extended by the Food Distribution Administration of the United States Department of Agriculture and comes in the form of a subsidy in an amount equivalent to what the farmer receives for unprocessed milk. In addition to the obvious purpose of supplying nutritional needs, the Food Distribution Administration is interested in the creation of a broader market for fluid milk among the nation's children. Early milk-drinking habits are thus developed, and farmers in response to the new demand produce for the fluid milk market which is the highest paying market available to the dairies of the nation.

The new program is primarily for rural and small urban areas under 10,000 population in which milk consumption is generally low, for such areas are less able than larger communities to bear the entire burden of financing school milk programs. School systems in larger communities are eligible to participate in the program, although under some restrictions. The program must be underwritten by a local sponsor, a public or private agency, which executes an agreement with the Agricultural Marketing Administration, conducts necessary negotiations with dairies, and provides the facilities needed for serving the milk. It is the function of the sponsor to pay local milk distributors for the delivery of milk to schools. The Agricultural Marketing Administration, upon presentation of a monthly claim, reimburses the sponsoring agency in an amount equal to the price the dairy farmer received per half-pint for his unprocessed milk.

The sponsoring agency arranges with local milk handlers for the delivery of milk to schools. This involves determination of the time for delivery of milk, methods of distributing the milk to the children, type of containers in which the milk is delivered and served to the children, and similar details, in accordance with local and state health standards. All milk must be at least equal to the quality approved for consumer use by local health authorities. Only one cent may be charged the child for each half-pint of milk. It is the sponsor's responsibility to make every effort to furnish milk free to those children unable to pay. The children must not be segregated, either in the distribution of milk or the collection of money, to indicate their income class, need for milk, or paying status.

Public sponsors in California include such bodies as school boards, county health departments, or similar local governmental agencies. In areas where a school district or a public agency may be unable to serve as sponsor, it is possible for individual civic groups, such as the Parent-Teachers Association, American Legion, Community Chest, Rotary, Kiwanis, and other service clubs and organizations, which have been serving as cosponsors, to be selected as sponsor.

In effect, the community's share of the expenditures, including the pennies paid by the children, represents the cost of processing, bottling, and delivering the milk to the schools. After the school district has collected a penny from each child able to pay and has been reimbursed by the Food Distribution Administration for the producer's price, only a fraction of a cent per half-pint remains to be supplied by sponsors or cosponsors, even when some children are served free. Without some outside assistance, many schools would be unable to finance milk for children through locally available funds. With the federal subsidy, however, communities are having little difficulty in obtaining the necessary funds to meet the sponsor's contribution. This sum is infinitesimal when compared with the benefits which the children receive in terms of good health from their daily half-pint of milk at school. These benefits have

been recognized by approximately 460 schools in all but ten California counties. Over 86,000 children are thus receiving one-half pint of milk daily. This remarkable participation within the two months operation of the program is an indication of the farsighted statesmanship of California educators.

Recognition of the health imperative during time of war may result in the conviction that the health of the nation must be protected during time of peace. In such case, programs as school milk and school lunch are not just challenging innovations. They become recognized ingredients of more vitalized school life—integrated into the general health program of the school curriculum.

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## EDITORIAL COMMENT AND NEWS NOTES

### STATE SERIES TEXTBOOK ADOPTIONS FOR ELEMENTARY SCHOOLS

During the past few months the California State Board of Education has adopted new state series textbooks in handwriting, and science for use in the public elementary schools of the state.

The third, fourth, fifth, sixth, seventh, and eighth books of the *New Laurel Handwriting* series by John C. Almack, Lilian E. Billington, Elmer H. Staffelbach, and John L. Powers, and published by the Laurel Book Company, were adopted for a period of not less than six nor more than eight years beginning July 1, 1943. The books will be distributed for use at the beginning of the second semester of the school year, 1943-44.

The Scientific Living Series published by L. W. Singer Company was adopted for use in grades I to VI for a period of not less than six years nor more than eight years beginning July 1, 1944. The series consists of the following books:

- We See* (Preprimer-Low I)
- Sunshine and Rain* (Primer-Low I)
- Through the Year* (High I)
- Winter Comes and Goes* (II)
- The Seasons Pass* (III)
- The How and Why Club* (IV)
- How and Why Experiments* (V)
- How and Why Discoveries* (VI)

### NEW PUBLICATIONS OF THE STATE DEPARTMENT OF EDUCATION

Two new issues of the Bulletin of the California State Department of Education series are now available for teachers and administrators of the public elementary schools. *Teaching*

*Reading in the Secondary Schools*, No. 3, March, 1943, by Eason Monroe, Holland D. Roberts, and Violet G. Stone, has valuable material for use with pupils in the junior high school. Copies of the bulletin have been distributed to county, city, and district superintendents of schools. A limited number of additional copies are available and will be furnished free to principals of Junior High Schools on request. A charge of 25 cents a copy or 20 cents in quantities of ten or more, plus sales tax on California orders, will be made to individuals and organizations.

Plans for the establishment of an educational council to advise with the Superintendent of Public Instruction and the California State Board of Education on problems and questions relating to education throughout the state are outlined in *A Proposal for a State Educational Council*, No. 4, June, 1943. This proposal grew out of a meeting of representatives of educational organizations called recently in Sacramento by Superintendent Walter F. Dexter. The bulletin also contains a report of recommendations drawn up by committees at the Sacramento meeting on pertinent and timely questions of interest to educators. Copies of the bulletin will be sent to school administrators throughout the state early in June.

#### ELEMENTARY ENGLISH REVIEW

The National Council of Teachers of English, 211 West Sixty-eighth Street, Chicago, Illinois, has taken over the publication of the *Elementary English Review*. In it will continue to appear notable papers on the language arts in the elementary school given at national meetings. It will also furnish concrete examples of workable projects carried on by teachers in the fields of language and reading, news notes on progress in curriculum making, articles about children's books and authors, and discussions of important current issues in the teaching of English.

The Council's Elementary Section is making plans for the production of leaflets and bulletins on elementary school language, based on both practice and research. Among these may be a study guide on the problems of language in the elementary

school with bibliographies for teachers' study groups. Others may be concrete presentations of general classroom units, indicating how instruction in language and skill in writing, reading, and speaking may be effectively carried on in relationship to the total school program.

The subscription fee is \$2.50. A complimentary copy of *Reading for Fun* is offered to schools as an incentive for subscribing at once.

#### INDEX TO BOOKS FOR PRIMARY GRADES AVAILABLE

Children, teachers, and librarians can find through a new publication, *Subject Index to Books for Primary Grades*, issued by the American Library Association, the exact location of information on some 1,500 subjects common to the curriculums of elementary schools throughout the country. The materials indexed and graded are found in approximately 500 books, about half of which are readers and half are trade books. The 500 books are those with a definite subject content that are commonly used by children from preschool through the third grade.

This index to books for primary grades is based on the earlier publication by the same compiler, Eloise Rue, *Subject Index to Readers*. This was an index of children's books from preprimer to third grade. It is a companion volume to Miss Rue's *Subject Index to Books for Intermediate Grades*. These three indexes are available from the American Library Association, 520 North Michigan Avenue, Chicago.

#### BIBLIOGRAPHIES ON LATIN-AMERICAN MATERIALS

Three bibliographies listing materials on Latin America have been prepared under the direction of the Library Service Division of the United States Office of Education in co-operation with the Office of the Co-ordinator of Inter-American Affairs. The bulletins are published by the Federal Security Agency.

*Our Neighbor Republics: A Selected List of Readable Books for Young People*, United States Office of Education Bul-

letin 1942, No. 5, was compiled by Nora Beust, assisted by Emilie Sandsten Lassalle and Jean Gardiner Smith. The books listed in this bibliography are indexed by author, title, and subject. They are designed to serve children from the primary grades through senior high school by fostering a better understanding of the other American republics. Copies of this bulletin may be obtained for 15 cents each from the Superintendent of Documents, Washington.

*Industries, Products, and Transportation in Our Neighbor Republics: An Index and Bibliography*, Bulletin 1942, No. 6, was compiled by Jewel Gardiner and Jean Gardiner Smith under the direction of Nora Beust, Senior Specialist in Library Materials. The subject index is in two parts, arranged by industries and products, and by countries. Publisher, date, and price are included. The content and scope of material is given briefly and the approximate grade level of reading difficulty is indicated. The bibliography is designed to aid teachers, librarians, and young people in elementary school and junior high school in securing factual information on industries, products, and transportation in Latin America. Copies of the bulletin may be obtained for 10 cents each from the Superintendent of Documents, Washington.

"Arts, Crafts, and Customs of Our Neighbor Republics," compiled by Emilie Sandsten Lassalle, is a list of materials on these aspects of the cultural life of South and Central America. This special material augments other books on this region listed in companion bibliographies. It has a wide selection of story-books for children of all grades on Indian dress, customs, and daily life. A few books for teachers are included. Issued in multilith form, copies are free on request to schools from the United States Office of Education.

#### TEACHING OUTLINES ON AUSTRALIA

Materials on Australia are available free of charge to teachers and school libraries. These materials include a course of study for intermediate grades, "The Geography of Australia,"

and an outline study course on Australia. These outlines have maps of the area in the South Pacific, suggested topics for study, lists of reading for teachers, and lists of visual aids—films, slides, and film strips. The *Australia Handbook* has been issued as a source of general information.

These materials are free to teachers from the Australian News and Information Bureau, 610 Fifth Avenue, New York.

#### PUBLICATIONS ON THE CARE OF CHILDREN OF WORKING MOTHERS

A new series of pamphlets is being issued by the United States Office of Education to provide information on wartime problems affecting preschool and school children. The series has the title, *School Children and the War*.

Altogether seven pamphlets are planned for the series. Of the seven the following numbers are available and may be ordered from the Superintendent of Documents, Washington, D.C., at a cost of five cents each:

- No. 1. *School Services for the Children of Working Mothers. Why? What? How? Where? When?*
- No. 2. *All-day Programs for Children of Working Mothers*
- No. 3. *Nursery Schools Vital to America's War Effort*
- No. 4. *Food Time—A Good Time at School*
- No. 6. *Meeting Children's Emotional Disorders at School*

#### TWO BULLETINS AVAILABLE TO TEACHERS

Two bulletins of interest to teachers have just been issued by the Association for Childhood Education. One entitled, *Toward Democratic Living At School*, illustrates the meaning of democracy by applying it to school situations. The second, *Learning to Speak Effectively*, has sections on using the voice, and on activities that give practice in the use of the voice.

The publications may be obtained from the Association for Childhood Education, 1201 Sixteenth Street, NW, Washington, D. C. The price is 35 cents each or 30 cents each in lots of 25 or more.

### REPRINTS OF AMENDED CONGRESSIONAL RESOLUTION ON DISPLAY AND MANNER OF SALUTING THE FLAG

Full directions for the display and use of the flag of the United States and a description of the proper method for civilians to salute during the pledge of allegiance are contained in the amended joint resolution recently passed by the Congress of the United States. The amended resolution makes some change in the procedures set forth in the original resolution, especially those pertaining to the proper method of salute during the pledge.

Section 7 of the original resolution provided for the conventional salute with "the right hand over the heart; extending the right palm upward toward the flag at the words 'to the flag' and holding the position to the end, when the hand drops to the side," but contained the alternative suggestion: "However, *civilians will show full respect to the flag when the pledge is given by standing at attention, the men removing headdress.*"

The amended resolution drops the procedure of extending the open palm toward the flag and directs that the civilian shall stand with his right hand over the heart during the entire pledge, or at attention, hands at the sides, men removing headdress. The full text of the amended resolution giving directions on the use of the flag is available as a reprint from *California Schools* for March, 1943. Requests for copies of the reprint should be sent to the Division of Textbooks and Publications.

### PUBLICATIONS ON LIBRARY USE AND STORYTELLING AVAILABLE

The use of books and reference tools in the school library is explained for the junior high school and senior high school pupil in the book, *Find it Yourself*, by Elizabeth Scripture and Margaret R. Greer. This is a revision of an earlier edition. The price is 30 cents for a single copy or 15 cents each for orders of ten or more.

A revised edition of the *Course for the Storyteller: An Outline* has been issued for the use of schools, child-care centers,

and volunteer groups. The material is helpful to teachers and workers who may be called on to assist in community centers and child-care centers with children whose parents are working in war industries. The price is 35 cents for a single copy; additional copies in the same order are 10 cents. Both books may be ordered from the H. W. Wilson Company, New York.

### THE FOUR FREEDOMS

Among the repercussions of the war which workers in the schools are inclined to examine for their relationship to education are the origins of the four freedoms.

The school is the place where freedom of speech is learned. It is one of the first concerns of the public schools that children develop ideas concerning their environment and have opportunity to express their views about the world. Self-government in the schools is the direct outgrowth of freedom of speech.

Tolerance for the point of view of others has always been one of the first tenets of the learning field. In a democracy there is almost no limit to the extent to which one may go in expressing views. The considered attention which the teacher gives to the views of any child is one of the first examples of tolerance which children learn in school.

The great example of the Puritans in their struggle for religious freedom, one of the earliest sagas the child studies, has had a profound influence on childhood. Its important lesson of the necessity for religious tolerance is instilled almost incidentally in the minds of children in the public schools and probably accounts largely for the scrupulous avoidance of ridicule or criticism in the public schools of any religious belief. The Puritans did far more than colonize a new country. The martyrs to the cause of religious freedom live in history and are one of the reasons for the sturdy defense of religious freedom in the United States. The fact that a great number of religions flourish in our country is testimony to the religious tolerance of which we justly boast.

Developments of science have shown that an abundance of food and other necessities can be produced in amounts sufficient to supply the people of the world. Industry and governmental agencies are already planning employment for the returning soldiers. Much of the machinery now engaged in the making of munitions will be devoted to providing peacetime necessities for all. It will be the task of leaders in commerce and industry to see that freedom from want prevails when peace has been achieved.

Perhaps it is too much to expect that war can be eliminated from the earth, but that is the ideal toward which the democracies will direct their efforts. The world will never be free from fear so long as hostilities such as now wreak their destruction on the peoples of the world threaten mankind. The insurance against political upheavals is the intelligence of the people. The United Nations are collaborating to win the war, win the peace and to win for mankind the four freedoms.

To manage the world is a tremendous project, a challenge to mankind. To meet this challenge, man must rise above personal interests and work for the good of all, the four freedoms of common humanity, freedom of speech and religion, freedom from want and fear.

HELEN HEFFERNAN

THIRD PAMPHLET IN SERIES ON EXPERIMENTING  
TOGETHER IN ELEMENTARY SCHOOLS

Co-operative projects carried on in elementary schools by the librarian and the teacher are described in a series of bulletins *Experimenting Together* issued by the American Library Association. The third pamphlet in the series, *The Librarian and the Music Teacher*, has just been announced. Earlier issues in the series were *The Librarian and the Teacher of English* and *The Librarian and the Teacher of Science*. This latest publication in the series reports a successful experiment conducted at the Mount Auburn Elementary School in Cleveland. The price is 75 cents for a single copy of any pamphlet in this series.

### HEALTH FILMS LISTED IN PAMPHLET

A descriptive list of 219 selected motion pictures, suitable for teaching health education, arranged under 38 subject classifications has just been issued in a pamphlet, *Health Films*, by the American Film Center. The list is the result of a comprehensive survey of health film resources, the first since 1924. The American Film Center is a nonprofit educational organization supported by a grant from the Rockefeller Foundation.

The list is intended to help health educators, teachers, and others find the films that they need, and is of special interest at the present time when the teaching of health has become more than ever an important national concern.

By calling attention to the available films, the pamphlet should help to bring into wider use the existence of resources for teaching in this field; and at the same time by revealing the lack of pictures on certain important subjects it should have an additional value to health educators and film makers.

Copies of *Health Films* are available at 25 cents each with reductions in price for orders in quantity from the Section on Health and Medical Films, American Film Center, 45 Rockefeller Plaza, New York City.

### REPRINT OF ARTICLE ON HEALTH AND PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS AVAILABLE

Reprints of an article "Recommendations for Developing Total Fitness through a Program of Health and Physical Education in Elementary Schools," by Verne S. Landreth, Chief of the Division of Physical and Health Education of the California State Department of Education, from the *California Journal of Elementary Education* for November, 1942, are available to public schools.

Copies will be sent on request to county and city superintendents of schools and to directors of physical education in city school systems and counties. Requests should be sent to the Division of Textbooks and Publications.

### LOAN PACKETS OF MATERIALS ON EDUCATION IN WARTIME AVAILABLE

A series of free loan packets by means of which information may be exchanged on the wartime effort of the schools are available through the Information Exchange, United States Office of Education, Federal Security Agency, Washington.

Eighty different packets of materials contributed through the school, organizations, Federal agencies, and publishers, are offered. They contain items of general interest as well as others adapted to the elementary, secondary, college and adult level.

The loan period is two weeks, and not more than two packets can be ordered at a time.

Materials are available under the following topics:

1. The Role of Schools in the War
2. Understanding and Practicing Democracy
3. Co-operating to Improve the School and Community
4. Conservation of the Nation's Resources
5. Wartime Health Problems and Programs
6. Aids to Vocational Guidance
7. The Library in Wartime
8. Inter-American Friendship and Understanding
9. Women in Wartime
10. Nursing As a Career in War and Peace
11. Participation of Negroes in War Effort
12. Children in Wartime
13. Nutrition and the Nation's Welfare
14. The Consumer in Wartime
15. Victory Gardens
16. Postwar Planning
17. Aviation Education
18. The Far East
19. Canada
20. The United Nations

### NEW ORGANIZATION TO PROMOTE EDUCATIONAL FILMS

The founding of the Educational Film Library Association, Inc., follows a year of consultation and joint activity by a committee representing 122 university, college, and state educational film libraries. Public schools, public libraries, and museums are included in the membership of the new organization.

As a step toward the achievement of its purpose, the formation of the association is intended to professionalize the field and

to raise the standard of motion picture education. It has just released in the United States two war films, "Food, A Weapon of Conquest," and "Battle for Oil," produced by the National Film Board of Canada. The Association is interested in bringing to a potential audience of around 20 million persons, through films and recordings, the vast stores of modern knowledge in science, social studies, and the humanities. In its program are plans for education in health, home economics, industry and vocational training in fields as widely divergent as surgical operations and the welder's torch.

The American Film Center of 45 Rockefeller Plaza, New York City, a member of the American Council on Education, will serve as the administrative office of the Association, and Donald Slesinger, Director of the American Film Center, will serve as Acting Administrative Director.

#### NEW FILM ON MEXICO

Public schools may obtain "Monuments of Ancient Mexico," a new 800-foot film in color, released to the Department of Visual Instruction of University Extension of the University of California for service to the public, by the Co-ordinator of Inter-American Affairs. Requests for the film may be made to 301 California Hall, Berkeley.

#### PUBLICATION ON OUR NEIGHBORS IN THE PACIFIC

The issue of *Building America* for January, 1943 (VIII, No. 4) is devoted to *Pacific Neighbors: The East Indies*. This number discusses briefly the conditions in that area from the time the countless tribes from the mainland of Asia overran the archipelago in search of food or refuge until Japan became temporary owner of one of the richest empires in the world, the islands which lie like a necklace along the equator. The article also includes a brief history of Malaya under the English.

The significance of the East Indies is presented in relation to the general course of the world conflict and its importance to

the economic life of the United States in war and in peace. Photographs, charts, and detailed maps showing the topography of the Indies and the way the inhabitants live provide graphic interest to the text.

Building America is published monthly, October through May, by the Society for Curriculum Study, 140 North Sixth Street, Philadelphia, at \$2.25 a year.

#### INTER-AMERICAN MONTHLY

The *Inter-American Monthly*, founded recently by a director of the Foreign Policy Commission, is designed to interpret our many-faceted New World civilization. Its range of interest includes geography, history, medicine, economics, education. Features include personalities in the headlines, Latin American art, music and musicians, book reviews, trade, and finance. This publication contains unusually good pictures. It should have a wide popularity in the schools of the United States.

The regular subscription price for the *Inter-American Monthly*, 1200 National Press Building, Washington, D. C., is \$3.00 a year, with special rates for classroom subscriptions.

#### APPLIED ECONOMICS IN THE ELEMENTARY SCHOOLS OF THREE STATES

The *Apecs*, News Bulletin of the Experiment in Applied Economics, Box 507, Columbia University, New York City, outlines the plans of certain rural schools in Kentucky, Florida, and Vermont in an interesting experiment to work toward obtaining better-fed, better-clad, better-housed American citizens after the war.

Daily, along with the regular program, these schools are teaching pupils inexpensive ways of improving their diet (Kentucky), clothing (Vermont), and housing (Florida). These experiments in applied economics are guided by the three state universities and aided by the Alfred P. Sloan Foundation. The American Association of Teachers Colleges has decided to study

these schools with a view to making this work a standard part of teacher training.

The purpose of the news bulletin is to provide the means for an exchange of news and experiences among the experimental schools in the three states and the teachers colleges from coast to coast. Publication is under the direction of Harold F. Clark, Director of the Experiments in Applied Economics.

#### HANDBOOK ON EDUCATION AND THE WAR

The United States Office of Education has recently announced the publication of a comprehensive *Handbook on Education and the War*, a survey of the major wartime problems of education. Twenty-six key problems are grouped under four general headings: training manpower, school volunteer war service, curriculum in wartime, and financing education in wartime. The *Handbook* is based on the proceedings of the National Institute on Education and the War, held recently under the sponsorship of the United States Office of Education Wartime Commission and attended by seven hundred educational leaders from every state in the Union.

Official statements by John W. Studebaker, Paul McNutt, Elmer Davis, Claude R. Wickard, James M. Landis, and General Brehon B. Somervell are included in the contents.

The volume contains over three hundred pages and is for sale by the Superintendent of Documents, Washington, for 55 cents.

#### TEACHERS GUIDE TO INFORMATION

A new guide for teachers to useful aids and lists of information has been published recently by the H. W. Wilson Company under the title *Short Cuts to Information*. The author is Zaidee Brown. Some of the reference lists included are not widely known, but there is a complete guide to publications of a general nature available in most libraries that enable the teacher to find information about any book. It includes aids on how to find pamphlets and magazine articles on a subject: to get recom-

mended lists for children; and to find aids for library use. The reader is also guided to the best sources of information on various topics, such as child care, marriage relations, recreation, mental hygiene, the war, and government publications.

There are lists to publications of interest and use to elementary teachers, teachers of special subjects, and supervisors. Help is given in obtaining information on slow readers, mental tests, and educational research. There is an extended section on audio-visual aids, such as pictures, slides, phonograph records, the radio, and moving picture. Addresses of the publishers and prices are given for each publication.

No such guide has heretofore been available. The publication is a 32-page pamphlet, a reprint of the appendix to the fifth edition of the author's book, *Library Key: An Aid in Using Books and Libraries*. The price of the pamphlet is 25 cents for the separate copy and 20 cents each for additional copies in the same order.

#### PAMPHLET ON COMMUNITY LIFE

The emerging concept of community life, its elements, and implications in the education of teachers, is developed in a pamphlet, *Toward Community Understanding*, now available. The material stresses the complex human relations involved in co-operative programs entered into by schools and communities. It has been prepared and published by Commission on Teacher Education.

Requests for this publication should be sent to Helen E. Davis, Commission on Teacher Education, 744 Jackson Place, Washington, D. C. (16).

#### DIRECTORY OF SCHOOL AND COLLEGE PERSONNEL AVAILABLE

The 1942-43 edition of the *Educational Directory* published annually by the United States Office of Education is now available from the Superintendent of Documents, Washington, D. C. The *Directory* will not be issued in bound form this year but in separate parts only. It is divided into the following four sections which are listed with prices:

Part I. State and County School Officers. Price 10 cents each.

Part II. City School Officers. Price 10 cents each.

Part III. City School Officers. Price 10 cents each.

Part IV. Educational Associations and Directories. Price 10 cents each.

### PROBLEMS OF RURAL EDUCATION

Several issues that concern rural education in America are treated in a pamphlet, *Still Sits The Schoolhouse by the Road*, just issued by the Committee on Rural Education.

These issues may be listed as follows:

1. Financial support is inadequate and unequal
2. There are too many school activities
3. Professional personnel for rural education is inadequate
4. Teaching materials related to the experiences of rural children are limited
5. The rural school program is not co-ordinated with other educational activities of the community
6. War problems are not receiving adequate attention

The Committee makes a number of specific recommendations for the correction of these weaknesses in the educational system. Important among these recommendations are a closer co-operation between urban and rural interests; enlargement of units for administration and taxation; and, where desirable, increasing the size of the attendance areas as well; the increase in salaries of rural teachers through supplementary state and federal aid; better training for rural school teachers; and establishing closer relations between the school and the community.

The pamphlet reviews the revolutionary changes in farm life over the past two decades, such as the rapid mechanization of farms, improvement in speed of communication, and the coming of electricity, and points to the need of adjusting educational method and subject matter to these changed conditions.

Copies of the pamphlet may be obtained from the Committee on Rural Education, 5835 Kimbark Avenue, Chicago.

## THE ELEMENTARY SCHOOL CHILD AND THE WAR<sup>1</sup>

DAVID H. RUSSELL, *Associate Professor of Education,  
University of California, Berkeley*

Military experts say that we are fighting a war of depth. What happens to the man on the firing line is most important, but what happens to the people behind the front lines is also important. Russia's amazing defense has been due not only to the character of her fighting men and planned defenses sometimes fifty miles deep, but to the workers, women, and children behind the lines, united in a supreme effort. Similarly, the present and future of the other United Nations is based, partly at least, on the morale of their children. What is happening to children in days that are days of courage and high purpose, but also days of terror and destruction? How is the war affecting the conduct and ideas of children in the United States? Alert teachers are today taking their place in a war of depth by studying the effects of the war on their pupils, now and in the future, and wondering what they can do to meet war-created problems.

Already some reports are available about the effects of the war on the children of England, the United States, and elsewhere. The situations in England and the United States have, of course, been very different. English children have been subjected to devastating air raids and forced evacuation from their homes; to many American children, particularly those in the central parts of the country, the war has seemed very far away until recently.

One of the important findings in England is that children stand up very well to the sights and sounds of air raids when the teacher or other adult in charge of them is not disturbed. There

<sup>1</sup> Adapted from a talk given at a meeting of the Association for Childhood Education, Berkeley, November 17, 1942.

may be some fears in anticipation of raids, but the children adapt themselves and are even thrilled by the raids if the adults with them are self-controlled. As one report from the early days of the war in France puts it, "Even at the moments when the bombs were crashing very close by and the even noisier antiaircraft fire, and weird droning of the airplane motors were impressing themselves deeply on the children, everyone remained calm as long as the trusted teacher was calm."<sup>1</sup> This is one more bit of evidence regarding the influence of a well-adjusted teacher on the adjustments of her pupils.

A second impressive fact from England is the startling rise of delinquency there under war conditions. While some reports disagree, several have suggested that the increase of delinquency among children fourteen years of age or younger was 41 per cent, and among adolescents from fourteen to seventeen years, the increase was 22 per cent.<sup>2</sup> These figures represent a real problem, likely to be repeated in other countries. However, it should be pointed out that the figures are given for approximately the first year of war, when community agencies and resources were most upset. The increase is understandable, too, because of certain surface causes such as increased opportunities for delinquent behavior, a general weakening of parental supervision, the reduction of recreational services, and the high wages and consequent wild spending of some adolescents.

Beneath these surface causes of behavior problems, however, undoubtedly more subtle influences have been affecting English children—and may operate in a somewhat similar way to affect American children. To understand these influences it is necessary to go back to the nature of childhood itself. Every child has certain basic needs which must be satisfied, or partly satisfied, if he is to achieve satisfactory adjustments. There is general agreement that his physical needs include such things as food, shelter, rest, and opportunity for activity. All writers do

<sup>1</sup> Ernst Papanek, "Air-Raid Alarms and the Schools: Experiences in France," *School and Society*, LV (February 7, 1942), 156-157.

<sup>2</sup> Rosemary Pritchard and Saul Rosenzweig, "The Effects of War Stress Upon Childhood and Youth," *Journal of Abnormal and Social Psychology*, XXXVII (July, 1942), 329-344.

not agree on terms in the realm of social and emotional needs, but most child psychologists seem to believe that each child has at least three great needs. These are the need for mastery and achievement; the need for status and security; and the general need of help in facing the realities of a difficult environment. These are obviously overlapping and not discrete needs.

First, every child (and, for that matter, every adult) needs to master challenging situations, solve problems, get satisfaction through achievement. An infant learning to walk in a house built for adults feels frustrated if he cannot "navigate" past certain pieces of furniture; a small boy tries for a long time to make his tricycle climb over a block of wood; a man always wants to get the best of a "hoss-trade." These are only three samples of the desire for mastery. Classes in which the work requirements and achievement standards are the same for forty different pupils fail to provide for this mastery and success in most non-academic children; construction and activity periods in school help many children find joy in achievement. In England, most children found themselves caught up in events over which they had no control. They were evacuated from their homes in accordance with a centralized plan, and so they protested, in some cases, by aggressive behavior and delinquency.

Second, the child's need of status and security has been affected by war. Everyone, young and old, needs the security that attention, affection, and esteem can give. One of the most important tasks of the teacher is to let her pupils feel secure in her esteem and trust; every child must be given this status even if he isn't good at "book-larnin!" In England, the child's framework of security was broken by sudden separation from parents. Different reports have told how some children reacted to this new situation by such devices as enuresis, temper tantrums, and lime-lightiness, most of which were efforts to gain attention by children who felt insecure. Similarly, children in the United States whose homes and usual patterns of living are disrupted may lose their sense of security and become behavior problems.

Third, children need help in facing the often difficult realities of living. The usual test of mental health is one's ability to face things as they are. This, of course, is an ability which is acquired by successful practice. Delinquency and other behavior difficulties in England were due, in general, to the fact that children could not face new, difficult conditions for which they were unprepared. Similarly, in the United States, teachers and parents cannot suddenly ask too much of children without previously preparing them. Here or elsewhere, a child must be helped to face sudden death, the loss of loved ones, or the disruption of his life's pattern.

In the United States children have not been subjected to bombings or evacuated from their families, and yet, certain basic causes of behavior problems also operate here. Families are disrupted by a father away in service and perhaps a mother working in a war industry; food shortages and rising prices affect nutrition standards; transportation difficulties make travel difficult, even to some schools. Observation and research show that children are affected by the war; they talk war in school, they play war, and some of them are emotionally upset by circumstances connected with the war.

One research study of children's reactions reported by Aigner<sup>1</sup> involved the interpretation of drawings depicting war and others depicting peace made by over three hundred children. By this projective technique, Aigner believes that the children show no fear of war. They draw air raids and bombing just as an older generation drew Indian fights or jungle adventures. War is depicted as a monster, but an unreal one. Children are not being killed in the pictures of war, but they are prominent in the drawings of peace. Aigner believes that children also see war in terms of service, and seem happiest when they are helping in some way, such as the Junior Red Cross.

A more detailed study of the reactions to war of nearly six hundred children, aged eight to fifteen, was made by Preston<sup>2</sup> in

<sup>1</sup> Lucien Aigner, "The Impress of War on the Child's Mind," *New York Times Magazine* (February 22, 1942), 12-13.

<sup>2</sup> Ralph C. Preston, *Children's Reactions to a Contemporary War Situation*. Child Development Monographs No. 28. New York: Bureau of Publications, Teachers College, Columbia University, 1942.

January, 1940. Preston found that, at this time, children had little or no grasp of the more profound political, economic, or military developments in the war. They knew the colorful leaders and the dramatic battles, the more sensational side of war. They all had strong attitudes toward the war, but the attitudes were not based on facts. In addition, Preston found no evidence that exposure to some of "the harsher aspects of life" regarding the war brought emotional difficulties. In a somewhat later study, he found increasing concern about the war in the group studied.

Despert, in another investigation, has studied the anxieties of sixty-three children who attended a New York nursery school from 1937 to 1942.<sup>1</sup> One advantage of her study was that the children's behavior was carefully studied before the war as well as during it. Despert found that, in every case where anxiety in relation to the war was reported or observed, the children had previously shown fears or anxieties. She found such signs of anxieties as clinging to the mother, repetitive questioning, increased activity, irritability and motor restlessness, nightmares, and vomiting. Children about the ages of four to six apparently have little intellectual insight into war conditions. Despert also believes that the child who uses aggressive behavior as an outlet for anxieties is able to discharge his anxiety tensions more effectively than the child who shows compulsive tendencies. Despert's report is supplemented by over a hundred references from American and European sources.

The recent consensus of a group of California teachers was that the influence of the war shows in children's conversations, play, drawings, and other activities. The children seem to have considerable knowledge of war and types of planes (many of the older children are expert "spotters") and a few of them are strongly affected by it emotionally, usually because of parental adjustments.

<sup>1</sup> J. Louise Despert, *Preliminary Report on Children's Reactions to the War, Including a Critical Survey of the Literature*. New York: New York Hospital and Department of Psychiatry, Cornell University Medical College, 1942.

These brief reports from England and the United States indicate clearly that elementary school teachers have duties to perform in guiding the lives of their pupils in wartime. It is true that the elementary school is less affected by war than any other part of the school system. As the United States Commissioner of Education said recently, "The fundamentals of childhood education are not altered by the emergency. The best contributions the elementary schools can make to winning the war are expansions of the kinds of tasks they are already performing."<sup>1</sup> But the stress of war conditions demands that elementary teachers emphasize several parts of the work which have been sometimes neglected. A definite program must be conceived and executed in light of children's basic needs and of experiences elsewhere.

In regard to children's basic physical needs there are at least two main emphases elementary teachers can place on their activities. First, they can realize that it is absolutely essential to maintain the services of medical care, welfare, education, and recreation. These are the first lines of civilian defense. When these are disrupted, disease, lack of physical fitness, behavior problems, and delinquency are the legacy to the community. Hence teachers will support the establishment of more nursery schools, for example, and give what aid they can to making the school a real child-welfare center where needed, open perhaps from seven o'clock in the morning to six o'clock at night, while mothers are at work. Second, teachers should be alert to any violations of the child labor laws. For the first time in years there are plenty of jobs with good pay for children of school ages. In one California community, two bowling alley proprietors were recently prosecuted for employing two boys only twelve years of age, and seven under sixteen years of age, until two o'clock in the morning. The problem of leaving school too early exists chiefly in the secondary schools, but elementary teachers may recall that the

<sup>1</sup> John W. Studebaker, "What the Schools Can Do to Help Win This War," an address given before the National Institute on Education and the War, August 31, 1942, at Washington, D. C. Excerpts in *The Education Digest*, VIII (October, 1942), 2-4.

*Children's Charter in Wartime*<sup>1</sup> finds it necessary to say, ". . . None under fourteen years of age shall be part of the labor force; none under sixteen shall be employed in manufacturing and mining occupations. . . ." As a report issued by the National Child Labor Committee stated recently, "Helping in the war effort and taking a job are not synonymous. The chief contribution a child can make to his country in the present crisis is to remain in school and prepare himself for future work and for the responsibilities of citizenship."<sup>2</sup>

In regard to the social and emotional needs of children, there are at least seven procedures for which an elementary teacher can definitely plan:

First, the teacher will avoid the teaching of hatred. Hatred only perpetuates the causes of war for generations to come. Teaching children to hate means descending to the level of much German education, resorting to the methods of barbarism. If American schools adopt some of the worst features of the German methods, then that is a moral victory for Germany. War conditions may breed a callousness toward suffering and a contempt for human life; the schools must counteract this if one of the permanent values of civilization is to be maintained. The schools probably cannot effectively teach children to love their enemies but they can give them an understanding and appreciation of the lives of other children over the world. Teachers are doing that now in stories and in units of work based on other lands. One of the most practical applications of true internationalism exists in the place in school activities accorded to children of enemy alien descent, the second or third generation Italians, Germans and Japanese. As someone has put it, "What a loss for us if the others should lose their ships but we should lose our hearts." We should not teach hatred.

Second, American teachers should avoid teaching which leads to national egotism. The United States is so large, so rich,

<sup>1</sup> Commission for Children in Wartime, *Children's Charter in Wartime*. Children's Bureau Publication No. 283. Washington: United States Department of Labor, 1942, p. 4.

<sup>2</sup> Gertrude Folks Zimand, *Child Workers in Wartime*, Publication No. 386. New York: National Child Labor Committee, 1942, p. 21.

and so powerful that comparisons always favor her over other countries. There is in some parts of America a type of mind, exemplified perhaps in certain news publications, which says that the United States is just about the only worth-while country in the world and that all other nations must follow her ideas, her customs, and her form of government in the "American century" to come. We can be proud of our country without necessarily imposing its culture on other countries. Among Germany's reasons for starting the war was the belief that she was the chosen nation, the belief in the superiority of Nordics, and the belief that she was to be the ruling power. Obviously, the United States has no ambitions for territorial conquest, but she must beware similar feelings in cultural, economic, and political areas. In terms of sacrifice, to date China and Russia have probably made the greatest contributions to the cause of the United Nations. Teachers can help avoid an unreasoning, egotistical pride in the United States.

Third, teachers can help develop a positive patriotism—not national egotism or the exhibitionism that sometimes occurred in 1917 and 1918, but patriotism as "devotion to the ideals and institutions of the country which guarantee liberty and justice to all." There has never been a time when we need to understand America better, and all the fine things about our life in this country. There is a positive, thoughtful patriotism and understanding of democracy to be developed.

Fourth, teachers can adopt a matter-of-fact, objective approach to the war. The teacher or parent must not show fear, since the evidence clearly indicates that this will produce fears in children. Teachers can show that they realize the importance of the whole war situation without being emotional about it. The calm approach to such preparations as air-raid drills, giving reasons for what is done, will dispel many anticipatory fears. Helping children to face reality may go further; it may even involve helping children face dying and death. Margaret Mead suggests that children of other cultures see births and deaths and that in America "we have been overprotecting children

for fifty years."<sup>1</sup> Scenes of dying will not greatly affect a child's mind unless adults expect them to do so. Mead says, "Children are not maimed by contact with death or with life. They are maimed if they have to face such contact alone or if all those around them expect them to be maimed, or if, as too often happens, their only contact with the facts of life and death come to them in the death of a member of their own family."<sup>2</sup> Teachers can help children in facing the difficult situations war brings, by aiding the development of an objective attitude toward its problems.

Fifth, teachers can give their pupils a stake in the war effort. In England, delinquency has been greatly reduced by directing the energies of adolescents and preadolescents into the Youth Service Corps. These groups help the Home Guard, clean first-aid posts, fill bomb craters, collect garbage for farm animals and perform other valuable tasks. In the United States, school children are participating in vital war-related activities such as campaigns of salvage and conservation, gardening, Junior Red Cross activities, and purchasing and selling war savings stamps. These activities help give children an important feeling of "belongingness." They contribute definitely to the basic social needs for achievement and for status.

Sixth, teachers can handle more efficiently some of the teaching problems they have always been meeting. The modern army requires that 63 per cent of its men have some specialized training that will help them qualify for work as electricians, automobile mechanics, radio operators, medical technicians, and other special fields. Basic to these are fundamental abilities in reading, mathematics, and science for which the foundations are laid in the elementary school. So far, the army has deferred over 400,000 men because of their illiteracy; elementary schools with inadequate financial support have not always been able to realize their duty toward all the children. The war has brought new ideas and facts into such prominence that they become good

<sup>1</sup> Margaret Mead, "War Need Not Mar Our Children," *New York Times Magazine* (February 15, 1942), 13, 34.

<sup>2</sup> *Ibid.*, p. 34.

material for the elementary curriculum. Stories of individual heroism such as occurred in the sinking of the "City of Benares" or in the building of the Alcan Highway; stories of courage told in *The Raft* or *They Were Expendable*; the newer geography such as the importance of the Arctic for a world of airplanes—all these are examples of how the elementary teacher may use newer developments to make her classroom activities more valuable to her pupils, now and later.

Seventh, teachers can teach international-mindedness. As Preston suggested, children do not grasp the significance of peace treaties and international politics, but they can understand the lives of other children, and adults, everywhere. They can realize that "the children of Japan love toys; the children of Spain play games as they do; the children of Germany watch for Kriss Kringle as they do for Santa Claus."<sup>1</sup> American children can understand that after the war there will be millions of hungry children to feed in Europe; that Asia will need engineers and technicians to help reconstruction and the restoration of civilized life; that because of the destruction of schools and libraries and the attempts to Nazify educational systems, all will need to help in the restoration of schools; that America is a symbol of hope and freedom for peoples all over the world and that these peoples must not be "let down." It is in the present school population and its growing international-mindedness that lies one of the best hopes for the future. The maintenance of peace in the years to come will depend upon the children who are now in the elementary school.

<sup>1</sup> Marion Edman, "'Disarm the Hearts' Developing a Feeling of World Friendship." *Elementary English Review*, XVI (May, 1939), 176-178, 190.

## A PRACTICAL PROCEDURE FOR THE IN-SERVICE WORKSHOP IN MENTAL HYGIENE

NORMAN FENTON, *Professor of Education, Stanford University, and*  
*ALBERT M. DAVIS, City Superintendent of Schools, Monterey*

In the presentation of the theory and practice of mental hygiene in the school system, teachers have responded well to the plan of the in-service workshop.<sup>1</sup> For learning about the theory of mental hygiene, lectures, discussions, and readings have been the customary devices used. Less widely practiced are methods of instruction by means of which the implications of the theory may be recognized in actual school practice. The guidance conference has proved to be one of the most favorable procedures in teacher education.<sup>2</sup> According to this plan, which is now in successful operation in many school systems, the teachers participate in the study of a child known to them personally. In the guidance conference, the diagnostic procedures of the mental hygienist are discussed and demonstrated in actual case work by guidance specialists and the nature and scope of treatment disclosed. Other practical procedures in teacher education include visits to children's institutions, attendance at the sessions of the juvenile court and observations of children in many other settings.

The value of the in-service workshop to teachers themselves needs to be enhanced in the coming years by procedures of use to them in their daily lives in the school and elsewhere. An example of such an immediately practical device has been reported by Gould who described the work of Wadsworth in one of the Los Angeles high schools.<sup>3</sup> This consisted of an inquiry directed toward the teachers in regard to the conditions of work

<sup>1</sup> Aubrey A. Douglass, "What's Happening in Secondary Schools: Guidance Workshops in Santa Barbara," *California Journal of Secondary Education*, XVII (May, 1942), 312-13.

<sup>2</sup> Norman Fenton, *Mental Hygiene in School Practice*. Stanford University, California: Stanford University Press, 1943, Chap. V.

<sup>3</sup> Arthur Gould, "Mental and Physical Health of Teachers: Abstract of a Dissertation," *School and Society*, III (May 31, 1941), 706-11.

in their own school building. This article is concerned with the utilization of the procedure described by Gould during an in-service workshop in mental hygiene for teachers carried on in the elementary schools of Monterey, California. The method he described was adapted to local conditions and used with interest to the members of the faculty concerned.

During the fall of 1942, as a phase of the in-service workshop in Monterey, the superintendent of schools asked the faculty to fill out the following questionnaire

DEAR COLLEAGUES:

In the guidance workshop of the Monterey Elementary Schools this year, to be conducted by Professor Fenton of Stanford University, I am anxious that the program be as immediately practical as possible. Would you please co-operate with us by answering the following questions and then mail your blank to Dr. Fenton in the envelope furnished for that purpose? I hope this study may prove valuable to our schools. If we can improve our own mental health and that of our school children in these troubled days it will be a most worthwhile undertaking. Your co-operation will be gratefully received.

Faithfully yours,

(Signed) A. M. DAVIS, Superintendent

Please indicate below those things in your own school or personal environment which interfere with your well being. Use both sides of paper if you wish.<sup>1</sup>

- a. Physical factors such as temperature or ventilation of room, bells, noise, unnecessary inconveniences in your personal comfort, etc.
- b. Educational and administrative factors such as interruptions in your daily program, unexpected school exercises, unnecessary or unreasonable regulations, problems of individual children, etc.
- c. Community restrictions of any sort
- d. Other factors which disturb you or hinder your effectiveness

In the hope of reducing the resistance to answering such a questionnaire, the teachers were given stamped envelopes addressed to one of the authors at Stanford University. They were told that only the addressee would read their returns and

<sup>1</sup> The questionnaire was widely spaced and on two pages.

that the documents would not be examined by anyone connected with the Monterey Elementary Schools. The total group in the in-service workshop numbered 65, of whom there were 58 teachers. The rest were principals and other administrative officials of the school system. Rapport was good throughout the project. Nevertheless, replies were received from only 19 or 33 per cent of the teachers in attendance. Some did not sign the blanks. In several cases in which the letters were signed, the teachers requested that the contents of the letter be held in strictest confidence. It is interesting to note that these requests followed the promises made by the authors that all replies would be kept strictly confidential and read only by the addressee. The total response of the group, a somewhat superior faculty on the whole, indicates the amount of resistance among teachers to behaving in any way that may be considered as protest or complaint.

In general the replies were indicative of a good morale in the school system. The criticisms, as indicated below, were direct and unvarnished, but there was absence of any note of bitterness. As one teacher noted, "This is my first year in this system. I believe that we receive more consideration here than is given in other places." The responses indicated also a good attitude toward the project itself.

#### SUMMARY OF CRITICISMS AND SUGGESTED REMEDIES CONTAINED IN RESPONSES TO QUESTIONNAIRE

1. Items contained in a large proportion of the returned questionnaires.  
(In some instances over 50 per cent.)

<i>Criticisms</i>	<i>Suggested remedies volunteered by those who replied</i>
a. Too many meetings	1. A weekly bulletin 2. Fewer and more meaningful meetings
b. Too much clerical work	1. Revise forms, "children's names have to be written 13 times—on various forms and records. 585 for a class of 45" 2. Simplify records for migrants

3. Ditto work in central office
4. Purchase work books
5. Turn in registers on Tuesday, not on last Friday
1. Purchase or obtain from city or county library

- c. Lack of basic readers and library books
- d. Too much committee work
- e. No lounge or place to relax

2. Items contained in questionnaires returned by three or less of the respondents.
  - a. Too frequent change in teaching program
  - b. Need for better administration of handling of pupils before school hours
  - c. Noise in halls and on playgrounds
    1. Have children play farther from building
    2. Improve methods of changing classes leaving classes for playground
  - d. Bells off schedule
  - e. Day too long in intermediate grades
    1. Relaxation during final 15 or 20 minutes
    2. Longer recess
  - f. Incorrect adjustment of temperature and ventilation
  - g. Better transition from grades VI and VII
  - h. More equal distribution of yard duty

In the Summary are given the particular items of criticism evoked from the teachers by the questionnaire. In some instances where the remedy is not apparent, teachers' suggestions are also shown in the Summary as they were given in the questionnaire returns. The Summary does not include all the specific items reported, for example, those which were narrowly restricted in their implications to one building.

The above items reported by the teachers were read at one of the lecture periods before the entire staff. The criticisms were then studied at two meetings of principals. Copies of the returns were duplicated in sufficient numbers for each principal to supply his teachers in preparation for the next step. This was a frank discussion of the findings by the superintendent of schools with the teachers and principal of each building in the school system. This was done at a friendly afternoon tea. The items were considered as objectively as possible. In each school during these discussions plans were made to reduce or destroy the significance of these things as causes of lessened happiness and efficiency among the school personnel.

Four major areas of interest came to light during the series of separate staff meetings for each school. The following review of the notes taken during those meetings reveals the proposals made regarding the topics most frequently mentioned.

1. Number of meetings: A healthy difference of opinion was evident during the discussion of this criticism. The final conclusion was reached that there probably were not too many meetings but that some meetings might be better planned in advance to avoid wasting time. It was also suggested that teachers new to the system might meet in separate groups at each building to receive extra help in getting acquainted with routines.

2. Amount of clerical work: Keeping accurate and complete records was recognized as necessary. A committee has been selected to work with the superintendent to review all of the records, reports, and forms to determine whether teachers can be relieved of any clerical work they now do and still retain the full effectiveness of the record system.

3. Basic readers and library books: In the matter of basic readers, it was discovered that the criticism pertained to the number of books in a set. Additional copies of books were wanted by some teachers so that they could accommodate more children in each reading group. The advantages and disadvantages were discussed. Recommendations from the Reading

Committee are to be secured. The lack of library books applied only to two schools, one a new school in which the library is being brought up to standard rapidly, the other a school in which the enrollment has increased rapidly and the library has not kept up with the needs.

4. The length of the intermediate day: This was a matter on which there were different views. When it came to deciding how the time could be reduced no immediate decision was reached. A committee was appointed to study the problem and make a report later.

In order to continue the process (and it should be repeated perhaps every six months) a request was made for reports of additional items indicative of interference with teacher mental hygiene. Two questions were asked in the second questionnaire:

1. Did the items listed in the tabulated results of the first questionnaire cover all of the major problems you have?
2. Please list other major problems which you would like to see studied in the interest of improving the system.

Replies were to be sent again to Stanford University. The teachers were told that they need not sign them. Only one was received. It contained a helpful minor suggestion. Evidently the two questionnaires with an interval of three months during which group discussions were held in each building were too close together for new problems to have presented themselves. It would seem desirable to make such surveys early in October and again in March or April. Where morale is good, the occasional discussion in meetings of the teachers and administrators in a building serves the same purpose.

The following administrative benefits were derived from the conference:

1. The superintendent of schools and the staff became better acquainted as a result of the friendly cordial atmosphere in which this feature of the workshop was conducted.

2. Problems of the teaching staff were brought to the superintendent in an impersonal objective manner. Teachers felt freer to indicate hindrances to their effectiveness and contentment. Teachers had an opportunity to discuss their problems instead of harboring any pent-up feelings about them.
3. The desires of the teaching staff and administrators to improve conditions in the system were definitely expressed and practical measures introduced to this end.
4. A spirit of co-operative endeavor was engendered which has continued to make teachers feel that they have a part in planning improvements for the welfare of the school system.

#### SUMMARY

A brief report has been presented of a device which was used in an in-service workshop in mental hygiene for the teachers of the Monterey Elementary Schools. The teachers were asked by questionnaire to indicate the specific items of the school program which interfered with their well being and adjustment. Replies were received from 33 per cent of the teachers and the data were summarized for their information. The initial findings were supplemented by additional questions and discussions. Teachers in each building met with the superintendent of schools and principal in order to consider the items mentioned in the returns from the questionnaire. Plans were then formulated to improve the school program in regard to these conditions. As a consequence of this co-operative study some of the principles developed in the workshop program were applied through practical contributions in school administration to bring about better conditions of mental hygiene in the school system.

## INCLUDING TEACHERS AND PARENTS

FAITH W. SMITTER, *Educational Psychologist*, and BERNARD J. LONSDALE, *Co-ordinator and Course of Study Assistant, Los Angeles County*

### INSTITUTING A SPECIAL SUPERVISION PROGRAM

The program described here illustrates the way in which parents and teachers were brought together by a curriculum field assistant and an educational psychologist from the office of the county superintendent of schools in an effort to improve the educational opportunities for boys and girls in an elementary school district in Los Angeles County. The program was developed on the premise that the needs and interests of the children are basic to the plan for a school curriculum; that guidance must be recognized as an integral part of the school program rather than as a separate or special division set up to deal with individual problems of adjustment and learning; that an effective program of guidance is one in which the principles of mental hygiene are incorporated into the administrative and classroom practices. It was also recognized that the success of any educational program will be furthered by the enlistment of parental co-operation. Although the teacher is able to open the way for a child to go along—a way that his parents have never been—her success in this venture will be possible only if she interprets the way to parents and thus gains their good will and reinforcement.

This program of special supervision described in this article was instituted in a community of about 3,000 inhabitants, the situation of which was neither rural nor urban. It is about thirty miles from the city of Los Angeles in the foothills of the Sierra Madre Mountains. Fruit packing is the community's one industry. Many of the families live on small farms in the vicinity and are engaged in farming or fruit growing. A small Mexican community has been built up around the packing house and Mexi-

can people do farm labor and the fruit picking. About 20 per cent of the school population is Mexican. There are few transient families.

The school has ten classroom teachers for the kindergarten and grades one to eight, a special teacher for shop and athletics, a part-time special teacher for orchestra, and a part-time nurse. The enrollment of the school in September 1938 was 333 and in May 1942 was 345.

*Relation of the District to the Office of the County Superintendent of Schools.* The district superintendent of schools was in charge of the supervision of instruction in this district. An assistant from the office of the county superintendent of schools made an annual visit of inspection as required by law. The teachers were aware of the county plan of education through the use of courses of study provided by the county board of education, through participation in the work of curriculum committees, and through attendance at county teachers institutes. Source materials for instruction were distributed by the office of the county superintendent and the district was a member of the county library service receiving books from the county library upon the requisition of teachers.

*Steps Leading Up to the New Program.* In the fall of 1938 the district contracted for supervision through the office of the county superintendent of schools, and a curriculum field assistant was assigned to the district. Beginning with that school year, the office of the county superintendent rendered continuous service. The following year psychological services were provided through the office of the county superintendent of schools from the division of research and guidance. During the year, 1939-40, the service was largely in the nature of interpretation of group test data, and the examination of children who presented behavior problems or individual learning problems. During the period of this limited service to the district it became apparent that many of the indicated problems were the result of the teachers' limited understandings of factors concerning growth and development and individual differences. Teachers were inter-

preting children's behavior without an adequate psychological basis. It was also evident during this period that teachers regarded the service of the psychologist as an aid in solving the problems of individual children rather than as a resource for obtaining an increased understanding of the factors of growth and development.

In the fall of 1939, the curriculum field assistant, starting work in the district, concluded from a preliminary study that many of the problems of the teachers in effecting curriculum improvement were due to a lack of understanding of children. The teachers were concerned with covering certain bodies of subject matter in each grade without regard for the experiences which were being provided for the children. During the year the field assistant worked with the teachers individually and in groups planning units of work to include experiences which would be developmental for the children. It became apparent as the work proceeded that a program which would give teachers insight into the nature of human growth and development would be the most effective approach to curriculum improvement.

#### THE PROGRAM FOR 1940-41

In making plans for the supervisory and psychological services for the district in 1940-41, a number of factors had to be considered. One was the amount of time that could be given to these services. The curriculum field assistant worked in the district regularly on two days of the month. The educational psychologist could arrange to give one day a month to the district. As a factor in the planning it was recognized that the district superintendent and the teachers accepted the resources offered by the psychologist and the field assistant in solving the problems within the school.

The attitude of the teachers was one of acceptance of this help, but as yet they did not recognize the bases of their problems. They had got no further than the realization that they had problems among the children. They realized that some of the children did not learn, others were difficult to control, some

were interested in school experiences, and others were listless and apathetic. Also the teachers were sensitive to the criticism of certain parents whose children did not respond to the school program.

This concern for the individual children rather than an interest in the more general aspects of the whole subject of the growth and development of children led the teachers to undertake a program that would help them to understand some of the factors that were causing the maladjustments. Impetus to this study was given at institute meetings during the fall of 1940 when the teachers heard discussions of child growth and development by leaders in the field.

*Workshop Meetings for Teachers.* As a means of giving the teachers insight into the casual factors operating in children's adjustment, a series of meetings was planned at a conference between the district superintendent and the county field workers. The plan was agreed to by the teachers of the school. They had found the work of the psychologist helpful in understanding the individual children who had been referred for psychological study, but because of the limitation of the psychologist's time not enough children could be studied. The teachers expressed an eagerness to study the children about whom they were concerned. It was decided that each teacher should select two children whom she would study intensively.

The teachers agreed that the major purpose in such a workshop-type series of meetings would be the adjustment service they could provide for the individual children studied. The following benefits were anticipated as outcomes of the study:

1. Developing techniques of observation
2. Gaining experience in gathering significant data
3. Gaining insight into health factors, home situations, and school environment which might affect children's behavior

*Initiating the Study.* Each teacher was helped in selecting two children for study on the basis of the needs of the children and also on the basis of the significance of the problem they pre-

sented in the interpretation of the broader aspects of growth and development.

The following means of gathering information were suggested and described by the educational psychologist:

1. Use of the services of the school nurse, local doctors, and county clinics for obtaining information concerning the health of children.
2. Use of objective test devices in gathering information on intelligence, personality adjustment, and achievement of skills.
3. Use of anecdotal records for the observation of children's behavior, personality, interests, and adjustment to one another and to adults.
4. Techniques for interviewing parents to obtain the best rapport and insure parental co-operation in the study.

Case history blanks<sup>1</sup> were provided by the Division of Research and Guidance of the Office of the County Superintendent of Schools on which to record significant data.

*Gathering Information.* The teachers used the sources suggested and means described for obtaining significant information about the children. They set down pertinent facts and kept anecdotal records. This procedure of gathering information was carried on for a year. A total of twenty children, fourteen boys and six girls, was studied by eleven teachers. This preponderance of boys in a group presenting school problems corresponds to clinic findings throughout the United States and to records of case referrals by teachers throughout the county.

The following categories were set up as a means of analyzing the type of information that might result from the study.

Number of pupils with physical defects which appeared to be basis to the pupil's adjustment, the correction of which would presumably solve his problem.

Number of children with educational problems that might be

<sup>1</sup> *Individual Case Records.* Los Angeles: Issued by the Office of the County Superintendent of Schools, Division of Research and Guidance, November, 1939.

adjusted by special educational facilities or modification of curriculum . . . . .	0
1. Intellectual dullness (80-94 IQ) requiring modified program . . . . .	4
2. Adequate intelligence but achievement not up to capacity . . . . .	2
Number of children presenting borderline cases of mental deficiency and cases of mental deficiency (79 IQ and below) . . . . .	1
Number of children presenting personality problems characterized by negative and withdrawing behavior . . . . .	8
Number of children presenting behavior problems characterized by positive and attacking attitudes . . . . .	5

It is interesting to note that two-fifths of the children studied proved to have problems characterized by withdrawing, timidity, and shyness. The teachers' concern over children who belonged in this category showed that they had developed considerable sensitivity to the needs of children and were not merely disturbed by behavior usually considered annoying and disturbing to teachers.

*Group Study Meetings.* A total of five workshop meetings was held between December and May. The teachers met after school for a period of an hour to an hour and a half and the meetings were scheduled far enough in advance to permit all the teachers to reserve the time.

Physical data about the children gathered by the teachers were discussed at the December meeting. The nurse had examined all the children with whom the study was concerned. Physical examinations had been arranged for the children for whom it had been considered necessary. As a result of this part of the study, the facts considered significant in understanding the responses to school of these twenty children were tabulated as follows.

<i>Health Facts</i>	<i>Number of Children</i>
More than 10 per cent overweight . . . . .	8
More than 10 per cent underweight . . . . .	5
Normal weight . . . . .	7

<i>Health Facts</i>	<i>Number of Children</i>
Incidence of childhood diseases	
Whooping Cough . . . . .	5
Chicken Pox . . . . .	3
Measles . . . . .	7
Mumps . . . . .	5
Scarlet Fever . . . . .	2
Diphtheria . . . . .	1
Bronchial Trouble . . . . .	1
Pneumonia . . . . .	1
Head Injury . . . . .	2
Ear Trouble . . . . .	2
Tonsillectomy . . . . .	7
Appendectomy . . . . .	5
Finger Operation . . . . .	1
Enuresis . . . . .	2
Elimination Habits	
Regular . . . . .	7
Irregular . . . . .	2
Food Habits	
Regular . . . . .	12
Irregular . . . . .	4
Erratic appetite . . . . .	4
Sleep Habits	
Regular . . . . .	14
Irregular . . . . .	6

The teachers had discussed the developmental histories of these children with parents to secure information concerning their preschool years. Teachers had also been able to observe in the children signs of fatigue, output of energy, and evidences of strain in the classroom and on the playground. They began to see that certain behavior was the result of physical factors. The teachers were deeply impressed by the fact that health and developmental histories of all the children showed evidences of problems of which they had previously been unaware.

The discussion of the meeting was directed toward the consideration of recent research in the field of physical devel-

opment and its significance in interpreting the behavior of children. The implications of this research and its bearing on the problems of the children and on the possibilities for the modification of the school program were discussed. Improvement of opportunities for rest, use of surplus commodities, improvement of general nutrition by attention to cafeteria service and mid-morning lunches, were suggested. Consideration in educational planning for children who have just returned to school after convalescing from a communicable disease and also for those who have defects and disabilities was planned as a significant practice in a program designed to meet the needs of children.

The second meeting was held in January and was concerned primarily with the interpretation of the objective test data. The children had been given group tests of intelligence and achievement in skills as well as a test of personal-social adjustment. Reading readiness tests were used in the first grade. Generalizations from all these results are shown in the following tabulation:

Number of pupils above average ability . . . . .	7
Number of pupils of average ability . . . . .	8
Number of pupils of below average ability . . . . .	5
Number of pupils repeating grades . . . . .	4
Number of pupils recorded as below class average in one or more subjects . . . . .	9
Number of pupils recorded as above class average in one or more subjects . . . . .	8
Number of pupils recorded as regular in attendance . . . . .	11
Number of pupils recorded as having special hobbies or outstanding interests . . . . .	7

Objective test devices, their administration, interpretation, and limitations, and their use as a part of a diagnosis were discussed. Findings of recent research in the field of mental development were reported. The significance of IQ as one factor in the interpretation of behavior and the relation of achievement to mental capacity, as well as the factors that modify this achievement were considered.

The differentiation between expectancies in terms of grade norms and expectancies in terms of children's mental maturity was emphasized. In order to make this distinction clear for the teachers engaged in the study, the reading scores were graphed on the Expectancy Analysis Chart.<sup>1</sup> This chart indicates the relationship of achievement to mental maturity. Many children, according to their showing on the graph, were under considerable strain because recognition was given for achieving the grade norm rather than for achieving a level of performance commensurate with ability. Emphasis was given, in the discussion, to the need for consideration of those children who were achieving adequately for their mental maturity as well as for those who needed further diagnosis as to learning difficulties, special remedial help, or enrichment of their present program. The California test of personality was utilized as a technique for discovering areas of maladjustment and indicating need for further investigation and analysis. Implications for the total school program were discussed in terms of the need for more comprehensive planning for the use of various group tests, and for improved methods of administration and interpretation, as well as the need for a more comprehensive system of cumulative records which would be practical for both classroom teacher and administrative use.

The third meeting was held in February and was devoted to a summary of the teachers' observations concerning the children's personal-social adjustments. Methods and techniques of observation were discussed. Observations regarding certain children were analyzed.

The teachers kept day-by-day anecdotal case records. It was necessary to point out the type of information most helpful and to differentiate between the significant and the non-essential.<sup>2</sup>

<sup>1</sup> Achievement Expectancy Analysis. Los Angeles: Issued by the Office of the County Superintendent of Schools, Division of Research and Guidance, April, 1941.

<sup>2</sup> Individual Case Records. Los Angeles: Issued by the Office of the County Superintendent of Schools, Division of Research and Guidance, November, 1939, p. 5.

A summarization of the teachers' observations as recorded revealed the following information:

Number of children who worked without outside stimulation . . . . .	1
Number of children who showed aggressive behavior . . . . .	7
Number of children who were truant when the opportunity presented . . . . .	4
Number of children who day dreamed a great deal . . . . .	5
Number of children who were easily discouraged . . . . .	5
Number of children who played with younger children . . . . .	3
Number of children who played with older children . . . . .	3
Number of children who showed qualities of leadership . . . . .	2
Number of children who were always followers . . . . .	3
Number of children who always completed tasks . . . . .	3
Number of children who were able to evaluate own work . . . . .	5
Number of children who worked well with others . . . . .	5

During the consideration of this type of study, the causal factors in children's behavior began to take form, and the teachers began to see the value of systematic records extending over a period of time as an aid to rendering valid judgments.

The fourth meeting was held in March and reports were made of the social and home backgrounds of the children being studied. The following tabulation was made on the basis of information obtained through home visits and interviews with parents:

Number of cases of only children . . . . .	4
Number of cases of children belonging to families with more than one child . . . . .	16
Number of cases of children indicated as coming from normal homes . . . . .	11
Number of cases of children indicated as coming from broken homes . . . . .	9
Number of cases where parents were indicated as co-operative in attitude toward child and problem . . . . .	11
Number of cases where parents were indicated as having a negative attitude . . . . .	9
Number of cases where thoughtful method of discipline or control was found . . . . .	9
Number of cases where erratic method of discipline was found . .	3

The homes of the children were given a financial, social, and cultural rating in terms of the community. The results were tabulated as follows:

High . . . . .	5
Average . . . . .	7
Low . . . . .	8

The relations between the parents of the children being studied and the school were shown in the following tabulation:

Number of parents indicated as co-operative toward school as shown by visits and the like . . . . .	13
Number of parents indicated as co-operative toward study being made of their child . . . . .	12
Number of parents indicated as antagonistic toward study . . . .	0
Number of mothers belonging to Parent-Teacher Association . . .	2

The discussion of the meeting was directed toward the significance of the factors in the child's social background which affect his attitudes. It was brought out that there were differences in the parents' and in the teachers' backgrounds which often made it difficult to communicate essential information regarding the children. Certain techniques of interviewing were discussed which proved helpful in establishing rapport between parents and teachers, and made possible the accumulation of pertinent information. The teachers became aware of differences in children's backgrounds and differences in parent-child relationships and methods of control which modified the child's adjustment and his approach to school problems. The teachers became sensitive to the fact that the school needed to compensate for certain inadequacies in the child's home life, to modify other undesirable factors, and to capitalize upon certain positive factors which might be neglected in an unanalytical school program.

The fifth meeting, held in April, was devoted to a case analysis, utilizing a form<sup>1</sup> prepared by the Division of Research and Guidance involving the evaluation of assets and liabilities of the individual children studied by each teacher.

<sup>1</sup> "Study Sheet for Analysis of Problems of Individual Children." Los Angeles: Issued by the Office of the County Superintendent of Schools, Division of Research and Guidance, October, 1941 (mimeographed).

At the end of five months the teachers realized that many of the problems did not conform to their impressions at the beginning of the study. For example, Charles, described at first as unco-operative and aggressive, was discovered to be dull and slow learning and, as a result, to be experiencing daily failure and feeling of frustration. Jane who had first been reported as daydreaming and timid was discovered to have special abilities and interests not provided for in the school program. This evaluation of the children in terms of their interests and abilities helped the teachers to see the needs for planning a program that would capitalize on the children's strengths and minimize their weaknesses. The need for flexibility in terms of goals and standards as well as in procedures and materials, was apparent to all the teachers.

#### PROGRAM FOR THE SECOND YEAR

At the beginning of the next school year the teachers expressed a high degree of satisfaction with the study of individual children in which they had engaged during the previous year. It had appeared through the study that many of the children's problems had been due to factors operating in their environment outside of school, and the need was felt for more complete information which would give a picture of the whole child. It appeared that one of the most satisfying outcomes of the study was the opportunity provided for the teachers to work more closely with the parents. For some of the teachers it was their first opportunity for working with parents in a planned program. The co-operation of the parents of the children who were studied and their pleasure in having the teacher show an interest in the development of their children encouraged teachers to broaden their relationship with other parents. The teachers realized that many of their problems could be worked out effectively by increasing their understanding of the home life of the children and by enlisting the co-operation of parents in a mutual understanding.

*Planning a Study Group for Parents and Teachers.* At a meeting early in the school year the teachers showed considerable concern over the questions which the parents were asking about the school program. The parents of the young children questioned certain phases of the primary program. Some of them questioned the reason for dramatic play and construction and the delayed program in reading and writing. Most of them were concerned about the personal-social adjustments of their children. These questions were interpreted as showing an interest in the program rather than as a criticism of it and indicated a willingness of the parents to work more closely with the school. The teachers were eager to broaden the relationships with the parents that had been begun the year before. Since the modifications of the traditional school program are most apparent at the primary grade level and since most of the questions of the parents were directed toward these changes, it was decided to invite the parents of the primary children to a meeting to discuss the plans for a study group.

*Initiating the Group Study.* Fifteen mothers of the children in the kindergarten and first and second grades agreed to attend the meeting held at the school in October. They met with the teachers of those grades, the field assistant, and psychologist, and the district superintendent of schools to discuss plans for a series of meetings. The psychologist directed the discussion to a consideration of what primary children are like in terms of their physical and intellectual development, social maturity, and interests. Several of the mothers asked questions about their own children's adjustment both at home and in school. The opportunity to consider these questions and others that had not yet been raised was welcomed and the series of meetings was planned.

*Procedures Followed for Group Study.* A total of six meetings was held. Two meetings were held in the morning to give the parents a chance to observe the children in the classroom. The attendance varied from fifteen to thirty-seven.

On October 23, at an afternoon meeting, the discussion was directed toward a consideration of the emotional needs of children. The psychologist presented background material relating to the emotional and social development of five-, six-, and seven-year-olds. Case studies illustrating specific points were utilized for making the discussion more concrete and objective. Emphasis was placed on the significance of parental attitude and home environment in helping the child to make wholesome adjustments, and the responsibility of the school in diagnosing the needs of the child and planning a suitable educational program.

The questions of the parents following the psychologist's presentation were specific and concerned the behavior of their own children. It was apparent from the questions and the discussion that the parents were seeking explanation for behavior which had caused them uneasiness and concern.

A bibliography on child development had been prepared for the parents, and a number of books on the subject were added to the school library for the use of the parents during this study.

The meeting on the afternoon of November 26 was devoted to a description of the school program in the elementary grades. In a presentation, the field assistant emphasized the ways in which the experiences in school are keyed to the physical, intellectual, and social development of five-, six-, and seven-year-olds. The presentation included a description of the materials, the procedures, and the teaching techniques which were planned to meet the emotional and social needs of these children. Ways in which individual differences in maturity are met and the special emotional and social needs of individual children as handled in the classroom were also described. The questions of the parents after the presentation were directed particularly toward a further explanation of procedures in beginning reading and the place of dramatic play in an educational program.

The meeting on December 10 was planned as an outgrowth of the discussions of the previous meetings. An observation in a classroom of children in the first and second grades was

arranged. Copies of the accompanying form had been prepared by the psychologist, field assistant, and teachers for the use of the parents in order to direct the observation.

### OBSERVATION OF INSTRUCTION

#### Primary Parent Group Meeting

December 10, 1941

##### *Instructions to Observers*

This visiting for parents is planned primarily for the observation of the growth and development of children, in an arranged environment, as evidenced by their behavior. Attention during the observation period, therefore, should be directed toward the children's relationships to one another and to the teacher, their participation and interest in the group activities, and to evidences of their development in attitudes, insights, and appreciations.

Please do not move about in the classroom, question the teacher or children, or in any way distract the activity of the group, in order to insure a normal response. Materials, books, and objects may be examined during recess periods or after school hours.

The following items are suggested for emphasis in your observation this morning. Please take notes so that we may share our experiences in the discussion.

#### I. Provision for physical needs of children.

Note provisions for individual variations in rate of fatigue and energy output; provision for special defects.

#### II. Provision for social needs of children.

- (1) Are there evidences of democratic living such as sharing—cooperation—respect for each individual's contribution—development of responsibility and leadership?
- (2) Have the children developed self-control and self-direction appropriate to their age?
- (3) Do all children appear to be experiencing some feeling of personal worth and some feeling of belonging to the group?

#### III. Provision for intellectual needs of children.

- (1) Note provisions made for the individual differences of the children, differentiation of assignments, groupings, individual contributions, development of special abilities and interests, and so forth.
- (2) Are the materials they are reading related to the experiences they are having as a group?
- (3) Are they acquiring reliable information?
- (4) Are provisions made for the development of language?

- (5) Are provisions made for the development of meanings for words?
- (6) Are provisions made for the development of specific skills in reading?
- (7) Is there evidence of interest and of enjoyment in reading on the part of the children?

How are you, as parents, providing experiences for your children which will reinforce the learnings at school? Have you provided reading materials and habits of living which will stimulate further interest in reading?

The parents met with the psychologist and curriculum field assistant at 9:30 in the morning and spent a half hour in studying this form. The teachers planned the program so that the children would be working in reading groups during the observation. The parents visited in those rooms in which their children were working. They took notes on the observation sheet during the visitation. After forty-five minutes of observation they again met with the psychologist, field assistant, and teachers who had been relieved from their classrooms for this conference. It was interesting to note that the parents had become concerned about children's adjustments. Their observations were concerned with the behavior of the children themselves and their response to the educational program rather than with the teaching techniques of which they had been critical originally.

Following the outbreak of the war in 1941, the meetings scheduled for January and February were cancelled.

Criticisms of the primary program previously made by the parents and the questions asked by the teachers had been directed not only toward the reading program but also toward the importance of dramatic play and construction in the primary program. These questions were considered at the meeting in March.

The psychologist reviewed the material previously given on the interests and background of children of primary-grade level. The curriculum field assistant described the place of dramatic play and construction in the developmental growth of the child. Parents were encouraged to observe their children at play and to

diagnose their needs and interests as evidenced in their behavior during play. The parents indicated in the discussion that followed that they were sensing the importance of play to children and the significance of dramatic play and construction in a school program. They were eager to observe the dramatic play and construction aspects of the primary program.

In preparation for a meeting held later in March when the parents observed the children engaged in dramatic play, the accompanying form for the use of the parents during the observation was prepared by the psychologist, the curriculum field assistant and the teachers.

### OBSERVATION OF DRAMATIC PLAY

March 17, 1942

Certain important aspects of child behavior, namely: play, manipulation, construction, exploration and expression, are used by the school as effective means of learning. The primary school should be thought of as an extension of the family, as an informal community in which children, with an insightful teacher as a guide, practice the democratic way of life.<sup>1</sup>

It would seem that the child must play in order to meet a biological need; the organism demands activity and an outlet for surplus energy. Play helps meet this demand. There is an innate social and emotional need to be like others; hence the child's effort through imitative play to take on patterns of behavior manifested by others. A child's way of learning and understanding is gained through his living, his experiencing, his activity. Play is one of the child's most important ways of giving free expression to his feelings. He plays in order to have experiences—to find out what things are like. Play activity may well be termed a fundamental urge of childhood.<sup>2</sup>

What are the children playing?

Are there evidences of democratic living (initiative, cooperation, respect for others, etc.) in the play situation?

What understandings of community living do the children show?

Are their understandings accurate?

How are the children developing language?

What individual interests are evidenced during the play?

Do all the children appear to have (1) a feeling of belonging to the group, (2) a feeling of personal worth?

Are there evidences of special needs of individual children (timidity, aggressiveness, etc.)?

Note the common background of understandings and language which the children have developed as a basis for their reading.

<sup>1</sup> *Their First Years in School*. Los Angeles: Los Angeles County Board of Education, 1939, p. 54.

<sup>2</sup> *Ibid.*, p. 112.

The meeting was planned for the morning when the parents would observe dramatic play as it functioned as a part of the regular program. Seventeen parents met at 9:30 to discuss the form with the psychologist and field assistant. The parents observed in the rooms where their own children were placed. They observed the children planning their play period, engaging in play, and evaluating their activities. Notes were made by parents on the forms. After the observation period, the parents met with the psychologist, the field assistant, and the teachers in the primary grades who had been relieved from their classrooms for the conference. It was interesting to note that the parents appeared to be less critical of the time used for dramatic play, and in their discussion pointed out the opportunities the children had in play for social adjustment, development of language, enrichment of experience, and clarification of concepts. They were also interested in their own children as they were able to take their places in the play situations. The parents seemed to have gained new insight into the needs of their children from this observation.

Final meeting of the group study series was held in May. As a culmination of the study carried on at the previous meetings, a speaker was present to sum up the experiences of the mothers during the school visits and conferences with the teachers. A director of elementary curriculum from a neighboring school was the speaker. She spoke from a background of experience in the field of education and also as the mother of a two-year-old child. Her references to her own problems as a parent established rapport with the group who appeared to accept the school program she described more willingly thereafter. The speaker re-emphasized the points that had been presented throughout the series of meetings by the psychologist and the curriculum field assistant. She stressed particularly the need to preserve the child's eagerness to learn. She called the attention of the parents to their responsibility for satisfying this eagerness and to the function of the school in providing a developmental program for each child.

### OUTCOMES OF THE TWO-YEAR PROGRAM

It is difficult to find adequate objective means of evaluating the outcomes of the activities of the psychologist and the curriculum field assistant in that school district. The evaluation must be largely subjective in nature and based chiefly on the expressions of opinion of persons taking part. There is abundant evidence, however, of changed attitudes on the part of both parents and teachers, and of improved working relationships between them as a result of this co-operative enterprise.

The following changes were noticed in the attitude of the parents at the conclusion of the study:

1. Parents showed a deeper interest in the school program. They visited the classroom more often and appeared more at home in the school and at school functions.
2. Parents were less negatively critical of the total school program and tended to evaluate procedures and policies more understandingly.
3. Parents indicated a deeper understanding of children's behavior and tended to analyze the causes of maladjustment in their children rather than to place blame upon the school program.
4. Parents showed a deeper understanding of children's needs as indicated by the willingness of the individual to have immature children remain in the primary grades for an additional year so that they might be helped to make a better adjustment to their groups.

The following indications that teachers had learned increased understanding from working in the program with parents and special supervisors, an understanding both of the children and of the philosophy underlying the modern educational program were noted by observers:

1. Teachers recorded more information, both objective and subjective, about each child.
2. Teachers took into consideration more factors involved in the behavior and learning problems that arose.

3. Teachers planned their work, followed procedures, and selected materials in ways which indicated a deeper understanding of individual differences and needs of children.
4. Teachers recognized the value of establishing wholesome working relations with children.
5. Teachers and administrators made grade adjustments for certain immature children in the primary grades before the children had an opportunity to experience frustration and school failure.
6. Teachers made increased use of facilities such as the Children's Hospital, services of local doctors, services of the Bureau of Correction of Speech Defects, California State Department of Education, and others in the adjustment of children.

## VICTORY GARDEN SCIENCE UNIT

GRACE REGIER, *Teacher of Fifth and Sixth Grades,  
Oak Grove Public School, Monterey*

### DEVELOPMENT OF UNIT

"Help your country in the way best suited to you," challenged a radio commentator on a children's news broadcast, after telling about the children in Gonzales picking onions and the children in Salinas weeding guayule. This challenge led the children in their next class meeting to discuss possibilities of helping in the war effort, now that the Scrap Drive, Junior Red Cross Drive, and Community Chest Drive were over. I told them of a discussion I had had with a nurseryman in the community, in which he had stressed the government's plan to promote a Victory Garden in every back yard and every vacant lot. Interest in the idea ran high, and the class decided to look for a suitable lot with watering facilities if possible.

At the next class meeting, Barbara reported that her father would be willing to have us use his vacant lot which is located a block and a half from school, if the class would be willing to clean it up. The proximity of the lot and the fact that it was piped for water made it particularly desirable. This lot had been used as a dumping ground and was an eyesore to the community. The class voted unanimously to accept his offer and to begin work immediately so that the plants would be mature and vegetables ready to sell before school closed in the spring. Proceeds, after deduction of expenses, were to go to the Red Cross.

We decided that the immediate work could be organized under the following divisions:

1. Clean lot
2. Consult an experienced gardener about plants that not only would grow well in this type of soil (sandy loam) but also would survive winter frosts

3. Find out what tools are available at school and home
4. Prepare soil
5. Buy and plant seeds

For three weeks the children worked after school and at noon, cleaning the lot of rubbish and rocks, and turning the ground under. Although committees were in charge of each activity, the children helped with whatever job was most pressing. Immediately people of the community began to express delight in the improved appearance of the lot and the diligence with which the children worked.

Most of the spading and weeding was done after school or on Saturday. Provision was made to take a group of children to the garden one class period a week. During this period the children took turns so that every child in the room would have an opportunity to work at both planting and cultivating.

Acting upon the gardener's suggestions, swiss chard and endive were planted in November, onion sets and peas in December, cabbage plants, asparagus roots and a new crop of peas and onions in January. As weather permitted, carrots, radishes, lettuce and beets were added.

As the work progressed, problems arose which stimulated lively discussion in class meetings. Under the leadership of the class president, problems of a social nature involving the sharing of responsibilities were discussed. Children who had worked faithfully were recognized for their contributions and those who had evaded their responsibilities were reminded that they had an obligation to the group since the class had voted unanimously to have the project. The class came to the conclusion that some children might be helped in the acceptance of responsibilities if held for a definite assignment. So it was decided to divide the remainder of the garden into plots 6 feet by 6 feet and have two children completely responsible for each plot. These evaluations during class meetings also brought the group to a clearer conception of the standards necessary for leadership. At their latest class election their choices of members of the Victory

Garden Steering Committee showed growth in discrimination and judgment.

Paralleling these social problems were those of a scientific nature the complexity of which brought the children to a realization of the need for further study. So co-operatively a science unit on vegetable gardening was developed. (See teacher's plan)

Interest in the project ran high and found expression in many fields. Articles reporting progress were written for the *Monterey Peninsula Herald* and the class newspaper. Creative stories and poems were compiled in a Victory Garden Scrapbook. Colorful and vivid pictures were painted in water color during the art period depicting the activities of the garden and the various stages of development. These afforded an opportunity for emotional release as well as an opportunity for promoting growth in figure painting.

In March the children were able to realize the objective of selling vegetables for the benefit of the Red Cross, since the swiss chard, endive, and green onions had matured sufficiently to be placed on sale at the Parent Teacher Association meeting. A committee of children gathered the vegetables and washed them. Another committee displayed them neatly and attractively in the auditorium where they were sold at market prices. The proceeds, which amounted to \$2.90, will be donated to the American Red Cross War Fund together with money from future sales. Preceding the sale, eight children read creative stories and poems they had written about the garden. By the close of the school term the proceeds contributed to the Red Cross were \$15.31.

A quotation from an article written by the guest speaker of the Parent Teacher Association meeting, Thor Krogh, Principal of the Monterey Union Evening High School, reveals the sentiment of those present toward the project. "An activity carried out by the students of the Oak Grove School is just another proof that youth is the hope of the nation. The interest shown by each youngster in telling of his thoughts and experiences while making a garden, together with graphic and colorful drawings of

preparations for this garden, revealed a spirit that could not be denied. Finally, the businesslike nature of the transactions as the vegetables were sold gave one a feeling that the schools were doing an excellent job of utilizing timely projects and therewith giving children a practical and indelible experience."

### CHILDREN'S STORIES ON VICTORY GARDEN SCIENCE UNIT

#### DOING MY BIT

Are you doing your bit for Uncle Sam? Well, I am. I'm not fighting, buying bonds and stamps, building ships, nothing like that, but just as important. Do you know who I am? I'm a Victory Garden. I'm giving food to the people so they can let more food go for our fighting forces and for other countries. Every family in the good old U. S. A. should have me. Do you have me?

#### PLANT'S ENEMY

I am a plant enemy. I pop up anywhere. I even get tangled up in the roots. Oh! Oh! I had better duck; here come a few children. I don't want them to get me. I'm having too good a time around this endive.

I'll bet you are wondering who I am. Everybody's worried when I come popping up. I'm Mr. Weed. Oh! Oh! I shouldn't have talked so soon. I'm going out of the ground.

Oh! those children! I wish they'd leave me alone but they are always taking me out of the ground. But those children have no friendship for us weeds. We lived here all our lives and now they come along and take our home away just to make a Victory Garden. But I guess I've learned my lesson, a plant is better than a weed.

#### DESTRUCTION

One day two enemy birds came down in a power dive upon our Victory Garden. Then they pulled out and landed by the lettuce plants. When they began to eat they jumped in surprise, for we had put some spray on the lettuce that did not taste good. After that there was no more eating our lettuce, and I have a hunch that we won't see any more birds eating our lettuce again. Yet we don't want to kill the birds, so that is why we spray the lettuce. We like the birds but we don't want them to eat our lettuce.

**MR. EARTHWORM**

I am an earthworm. There are other earthworms here helping me dig up the ground so it will be richer. People think I am just good for bait to catch fish, but I am far more valuable. I am good for plowing up the soil. I take grass into my tunnel and eat some, and let the rest rot to make good leaf mold. This makes the farmer's soil much richer so he can make food for our soldiers all over the world. So you see we earthworms are really doing our part to end this horrid war. We like the job because it gives you and the soldiers much needed food.

We not only do our part on the farms, but we work in Victory Gardens.

I am at the Victory Garden of the fifth and sixth grades of the Oak Grove School. They have planted lots of things with my help. They have divided part of the Victory Garden into plots six feet by six feet. The plot I am working in is worked by Sal Cardinale and Glenn Criss. They have planted two rows of peas and two rows of carrots. They have everything in order. My friends have been helping me make leaf mold for the two boys. This will make the soil much richer.

The children will sell the vegetables and give the money to the American Red Cross. With this money they can get more clothing and food for our boys fighting on the battlefronts. It will help win this war quickly.

**LETTER TO THE SOLDIERS****\* DEAR SOLDIER FRIENDS:**

We the children of the Oak Grove school are making a Victory Garden. We want to help you all we can by buying stamps and bonds, but that isn't enough, so now we are building a Victory Garden. You are fighting a good war and we are proud of you. But without food you could not fight, so if we build a Victory Garden you will have lots of food and will be healthy and will be able to fight for freedom.

**\* VICTORY GARDEN**

I am going to start my story by asking some swiss chard what it thinks about our Victory Garden. "Well to tell you the truth," said the swiss chard, "I like being swiss chard, because I can help in our war effort. I can help in many ways. I have vitamins that can help our boys across the seas."

\* These stories were written by two children who previously had had a very strong dislike for all written English work.

But everybody knows that I am good too . You see I taste just like spinach, and I am easy to grow. I want you to plant me to keep our boys in there pitching on the fighting field. I want them to be healthy to knock the Japs down one by one. So try your best to plant me.

### TEACHER'S PLAN FOR A VICTORY GARDEN

#### Objectives of the Unit

1. To co-operate with the war effort
2. To gain knowledge and experience that will stimulate Victory Gardens at home
3. To find out what vegetables can be raised in Oak Grove
  - a. during school season
  - b. during frosts
  - c. in this soil
4. To learn how seeds germinate
5. To learn the importance of cultivation for preventing weeds and conserving moisture
6. To learn the names and influence of common weeds and insects
7. To experience planting with seeds, sets, roots, etc.
8. To learn the difference between annuals and perennials

#### Activities

1. Interview farm adviser to learn names of common weeds and insects that are garden pests
2. Visit the nurseryman to see how he plants and cares for flats
3. Collect newspaper clippings about insect pests and control
4. Send representatives to community garden meetings
5. Keep a chart of dates of planting and maturity
6. Perform experiments to find value of sunshine, fertilizer, leaf mold
7. Sell vegetables to the Parent Teacher Association and give proceeds to Red Cross

#### Procedure for preparing individual gardens

1. Children select partners
2. Each couple draw scale plans for garden

3. Choose seeds from those recommended on basis of freezing and maturity before school closes (radishes, peas, lettuce, beets, potatoes, Swiss chard, endive)
4. Mark out rows on scale drawing eighteen inches apart and indicate plant, depth of planting and space apart. This information to be secured from *Sunset's Vegetable Garden Book*, and seed packages
5. Work out planting directions and record on back of scale drawing
  - a. Spade and measure off plot (6' x 6')
  - b. Rake
  - c. Mark rows by means of string and board
  - d. Make holes proper depth and proper space apart; then plant seeds
  - e. Press soil down firmly

#### Procedure for planting flat

1. Press soil into flat
2. Plant seeds in rows
3. Sift fine loam over seeds to make proper depth
4. Pack soil with a piece of wood

#### Formula for repelling birds

The farm adviser recommended that we spray the lettuce plants with a solution of one teaspoon lysol, three teaspoons whale oil soap and enough water to fill a fly sprayer to drive away the birds. By spraying once every twenty days and following rains, the birds were kept away until the lettuce was mature

## THE NARRATIVE TYPE OF PROGRESS REPORT

J. ART McCANNE, *Director of Art, Pomona Public Schools*

The Pomona school district has just completed a two-year study of reporting pupils' progress to parents. The study was begun by a committee of teachers and school administrators whose purpose it was to formulate and discuss the desired functions of a report, hoping thus to evolve a type of report which would be truly functional in its nature.

Space does not permit a full discussion of the findings of this committee; briefly the purposes can be expressed as follows:

1. The report should be of such a nature that it gives a clear picture and may be easily understood.
2. It should stimulate co-operation and good feeling between the home and the school.
3. It should serve as a means of future growth for the child.
4. Ideally the report is a substitute for a personal conference between parent and teacher and therefore should simulate the elements of a conference as nearly as possible.

The two-year period following the drawing up of this list of objectives was devoted to collecting several hundred types of report cards from throughout the country and to compiling material from the latest published articles on the subject of reports of progress for school children. It was obvious from these studies that the trend is toward the narrative type of report—one which goes beyond the use of symbols and check lists and uses words to describe the child's progress in expository terms. This was the form of report which seemed to conform to the objectives as originally formulated by the committee.

As to the relative merits of the narrative report and of other kinds, the consideration of a hypothetical case decided the adoption of the narrative form. The case was taken in which one would wish to make just one report and have this report as nearly

perfect as possible to make it. Obviously a check list would not be made first and then marked. Rather the hypothetically perfect report would state plainly in expository form the ideas which are meant to be conveyed.

Keeping in mind the objectives, it was apparent that the teacher's report on the child's progress was only one part of which was required for a full achievement of these objectives. There was still a need for a complete understanding of his status on the part of the child as well as the need for a response to the school's evaluation from the home. This need led to the formulation of the child's report and the parents' response. (These forms are explained hereafter by samples offered from an actual case.)

The following problems had to be considered:

1. The essential need to achieve a type of report at once uniform and flexible
2. The difficulty of writing many individual personal notes without a guide
3. The time element involved

The first two needs were met by the formulation of a definite outline to assist the teacher in writing the report. Each report is composed of either four or five paragraphs based upon a skeleton outline which permits considerable flexibility. Thus, in reading over a set of reports from an entire class, it is only the very careful reader who would detect that there is a rigid basis for each report. The problem of the element of time was solved by leaving to the teacher's discretion the times for sending out the reports rather than requiring that they go out in a group at the end of fiscal periods. The only requirement is that each child shall be reported at least once each semester (preferably in the second and fourth quarters). It is also recommended that problem cases be reported early in the first quarter. The report is made in duplicate, and the parents are allowed to keep the original.

The fact that the reports are not all sent at the end of the year necessitated the origin of a record of promotion known as a

"promotion card." The card will contain the attendance record and the information that the child has been promoted to the following grade. This is an administrative device and not a part of the progress report procedure.

Before the system was presented to the teachers for their consideration, test cases were run at the end of last semester. Results were gratifying beyond expectation. Response of parents in making comment was over 90 per cent. Also a questionnaire was included requesting the reaction of the parents to this system; they were enthusiastic.

As it is apparent that this method of reporting requires a considerable amount of added effort on the part of the teachers, the administrators decided to explain the system in detail to the teachers and allow them to vote, using unsigned ballots, on whether or not the system should be used. The fact that there were only five "noes" from over seventy teachers, indicates a spirit of co-operation and probably a high degree of unanimity among the teachers in the Pomona schools.

Probably the directions for formulating the reports may be understood better if the following samples are read first. These are actual samples of a teacher's report, a child's report, and a parents' response. They are followed by copies of directions to teachers for the various types of reports and by three samples of reports, describing the progress of three children of differing status in the schools.

#### TEACHER'S REPORT

(THE PARENTS MAY RETAIN THIS SHEET)

POMONA CITY SCHOOL DISTRICT

Pomona, California

Date \_\_\_\_\_

Semester \_\_\_\_\_

PROGRESS REPORT OF  
SCHOOL \_\_\_\_\_

John Doe

John's progress in school is satisfactory. He reads effectively but needs to increase his speed and understanding. Effort will be necessary

if he is to make the usual progress in writing. He thinks slowly in working out his arithmetic and as a result seldom finishes with the class. His figures are also a great source of trouble for him as he does not make them clearly. We discussed this when he said he did not like arithmetic, and we both came to the conclusion that his understanding of the problem was not clear before he tried to work it. I think that when this difficulty is cleared he will be a leader in arithmetic. He adds a great deal to his class discussions because of his clear-cut opinions; he is capable of going directly to the point.

John has shown a great interest in art. His ability as yet does not equal the interest, but we are working hard on this.

He is a real addition to our room as he is such a good sport. By this I mean he is in and out of trouble characteristic of an average boy. He is always extremely neat and clean which is a good example in our health program.

John is thoughtful of others and accepts responsibilities willingly. It takes him some time to accept new situations, but he eventually is willing to adjust to them.

Don't let the Red Cross take too much of your time; "Book Two" is appearing over the horizon.

Signed \_\_\_\_\_  
(Teacher)

### THE CHILD'S REPORT

Dear Mother and Father:

I am writing this letter to tell you how I am getting along in school.

I have learned a lot of things I didn't know in Fifth Grade. For instance, multiplying fractions, and I have learned how to find the key in music. I like arithmetic best and P.E. next to the best.

I am captain in P.E. I get along with most of the kids pretty well sometimes.

We are learning what animals are in the dog family and in the cat family, etc.

In what spare time we have we read books.

We have a class club in our room to take up things that happen in class.

Your son,  
John

(PLEASE MAKE COMMENT, SIGN AND RETURN)

## RESPONSE OF PARENTS TO PROGRESS REPORT Of \_\_\_\_\_

*Your comments will help the teacher make the program for your child more vital and practical. The following questions indicate the type of information which will assist the school to a better understanding of the individual needs of your child:*

*Is the child happy at school? Does he or she regard the work as worth while? Do the school subjects stimulate reading and discussion at home? Does he or she reflect at home the school training for good citizenship? Does the child have pride in good health and appearance? Do you feel that the child is making satisfactory progress?*

*Any comment you have to make which would tend to improve the relationship between the school and your child would be sincerely appreciated. Please use the space below.*

I have been very satisfied with John's progress at school. He has his "ups and downs" as most of us do, but I believe his "ups" outnumber his "downs." I notice his awareness of world events and am surprised at his understanding; this I believe is due to his study of Junior Scholastic. When I think back to the Sixth Grade of my day, I'm very thankful for the progress of this generation and want to help in any way that I can to co-operate with your plans.

---

Parents' Signatures

Date \_\_\_\_\_

### THE REPORT OUTLINE

(An outline to assist in the formulation of the report)

The effectiveness of this type of report is increased by maintaining an informal and personal tone. However, a certain degree of uniformity is essential; please do not depart from the following outline unless there is good reason for doing so.

**PARAGRAPH 1. FUNDAMENTAL SKILLS** (Every underlined item in this paragraph should be specifically mentioned).

(**NOTE:** Suggested points to be covered are favorable. If the information to be given is unfavorable, an attempt should be made to diagnose the difficulty and tell what we are doing to correct it. Tell the parents what they may do to assist if you believe they can be helpful.)

*Introduction:* A general statement of the child's achievement in the tool subjects.

*Reading:* Enjoys reading, reads silently with understanding, reads aloud effectively, remembers what is read, uses dictionary, can follow written directions.

*Writing:* Writes legibly, writes with reasonable speed, spells well in written work, expresses ideas well in written work.

*Arithmetic:* Reasons well, knows number combinations, uses fundamental processes correctly.

*Speech:* (If there is a defect, mention it and tell what we are doing to correct it.) Takes part in group discussion, expresses self clearly, speaks with ease and poise, tends to use correct English.

#### **PARAGRAPH 2. OTHER SUBJECTS**

Mention special aptitudes or problems in Science, Music or Art. Otherwise omit this paragraph or simply state that accomplishment or interest in the cultural subjects is satisfactory.

#### **PARAGRAPH 3. INDIVIDUAL DEVELOPMENT**

Is cheerful, concentrates well, makes good use of time, takes care of materials and school property, persists until work is completed, follows directions, works without undue supervision, is growing in self-confidence, practices self-control. (As there is no attendance record included in this report, use this paragraph for comment regarding excessive tardiness or absence.)

*Health:* (Always mention this item.) Enjoys being clean in person and dress, plays actively, stands and sits properly, keeps emotions under control.

#### **PARAGRAPH 4. SOCIAL DEVELOPMENT**

Maintains a friendly attitude and is courteous and thoughtful of others, accepts and fulfills responsibility, works cheerfully with others, adjusts well to new situations, observes property rights of others.

#### **PARAGRAPH 5.**

Close on a friendly and optimistic note: Express enjoyment of the child; have hopes for eventual solving of difficult problems, invitation to parents to observe the class or come in for conference.

### WORDING THE REPORT

In formulating the report keep in mind at all times that one of the primary purposes of the report is to create and maintain a friendly relationship between the home and the school. The following points should be strictly observed:

1. When unfavorable information is shown, it always should be mentioned what the school is doing or intends to do about it.
2. It may be that the difficulty is traceable directly to carelessness, laxity or perversity on the part of the parent. If this is the case do not mention it, or even hint at it, in the report. Instead, indicate that a problem exists, and send a strong request for a conference.
3. Never use words which have an unsavory connotation, such as "theft," "dirty," "weak mentality," "lies," "liar," "fool," "nasty," "silly," "foolish," "stupid," "lousy," "disease."
4. Attempt to know enough about the family so that the report may be written on the proper level. Obviously, the report to the parents when the father is a non-English speaking laborer demands different treatment from that sent to the family in which the father is a physician.
5. Always end the report on an optimistic note. The case may be so bad that we cannot do much about it—but we can try, and say that we are trying.

### CONFIRMATION NOTE BY PRINCIPAL

If the case demands a conference, or otherwise is serious, the teacher may present the completed report to the principal who will write an additional report indicating the situation is receiving his or her attention and emphasizing the need for an interview or for treatment. The principal's confirmation note will strengthen the exceptional report.

### THE CHILD'S REPORT OF PROGRESS

All children in the intermediate grades will write a progress report each quarter. Teachers in the primary grades may use their discretion as to whether or not to use the child's progress report.

The general procedure to be used is as follows:

1. In class discussion, develop an outline which the children may follow in writing their reports. The form of this outline will vary, but probably will have an appearance similar to the following:
  - a. What I am (or we are) studying. (This may be broken down into subjects; social science, arithmetic, nature study, etc.)

- b. What I do and like best
- c. How I get along with others
- d. What our safety rules are and whether or not I obey them
- e. What I need to improve in
- f. My plans for improving

2. Have the children make their first rough draft. Criticize for correct form and language usage. Have final draft made. Have children copy onto report form. (Save final draft and file with carbon copy of teacher's progress report.)
3. Whenever feasible, send the child's progress report with the teacher's report. Those teachers who elect to send all their reports at the end of each semester may include both conveniently at those times.

The following sample is a report on the progress of a healthy, emotionally well-balanced, socially adjusted child who is doing normal school work.

**TEACHER'S REPORT**  
(THE PARENTS MAY RETAIN THIS SHEET)  
POMONA CITY SCHOOL DISTRICT

Date \_\_\_\_\_

Semester \_\_\_\_\_

PROGRESS REPORT OF

Jane Doe

SCHOOL

Garfield

GRADE

Sixth

Jane is doing satisfactory work in the tool subjects. She enjoys reading and is able to remember what is read. She writes legibly with reasonable speed, and pays attention to her spelling. She has learned her arithmetical combinations, and has a good understanding of fractions. She takes part in the group discussions and is trying to use correct English.

Jane's accomplishment in science, music and art, is satisfactory. She seems to be particularly interested in music.

She is usually cheerful, makes good use of her time and works without undue supervision. Her posture is improving.

Jane is friendly and courteous to others. She is learning to accept responsibility.

I have enjoyed working with Jane this semester, and I feel that she has derived much benefit from her school work so far this year. I should be pleased to have you visit our class or come in after school for a conference.

Teacher.....

Principal.....

Superintendent.....

The following sample is a report of progress for a child who is not doing so well in school.

#### TEACHER'S REPORT

(THE PARENTS MAY RETAIN THIS SHEET)

POMONA CITY SCHOOL DISTRICT

Pomona, California

Date.....

Semester.....

PROGRESS REPORT OF

John Doe

SCHOOL

Garfield

Grade

Fourth

John is not doing well with his reading. He is easily distracted and has much difficulty in following written directions. His writing is not as legible as it should be, and he has little interest in speeding up. He is particularly weak in arithmetic as he does not apply himself in learning his number combinations. His lisp evidently has caused him to be backward in group discussions. I am working with him individually to improve the lisp and have noted some improvement. He is being sent daily with a small group for additional coaching in reading, and he is being given individual help in writing. We suspected that his reading may have been affected by some defect of hearing or vision, but we gave him telebinocular and audiometer tests which disclosed no impairments.

John refuses to sing, but we believe that he will participate after we are able to improve his speech.

Moody spells and lack of ability to concentrate for sufficiently long periods indicate that there may be some physical disability; also he does not play actively. We shall ask the school doctor to see John the next

time she comes to the building. We are trying to help John see the importance of keeping hands and fingernails clean, and to take more pride in his personal appearance.

He is frequently discourteous to the other children and at times discourteous to me. Also there is some tendency not to observe the property rights of others, which is one point which we should have the opportunity to discuss further.

As there are many problems which need discussion, I suggest a conference between us and Mrs. Jones, our Principal, next Monday, at 3:15, February 20, in her office at the school. I feel confident that we could come to some understanding which would prove to be of great benefit to John. If this date is not satisfactory, please let me know, and we shall make other arrangements.

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

The following sample is the report of progress of a normal Mexican boy who is not a problem in the school and who is doing good work. The family is non-English speaking and his father is an orange picker.

#### TEACHER'S REPORT

(THE PARENTS MAY RETAIN THIS SHEET)

POMONA CITY SCHOOL DISTRICT

Pomona, California

Date \_\_\_\_\_

Semester \_\_\_\_\_

PROGRESS REPORT OF

Tony Sanchez

SCHOOL \_\_\_\_\_

GRADE \_\_\_\_\_

Tony is learning to read English well. He learns a few new English words every week. He can write clearly and has learned to spell most of the words which he needs for his school work. He is learning to add and subtract in arithmetic. He likes to speak English and is able to pronounce most words clearly.

Tony is learning to be a better worker and does not always have to be told what to do. He takes good care of his books and papers. Tony

sometimes forgets to wash his hands before he has lunch, but he is trying to stay cleaner. The nurse gave him some medicine for his head; I hope he does not forget to use it.

Tony has many good friends here in school, and he is usually kind to them. He has learned to work with the other children without fighting.

We are having "Open House" at the school, Friday evening, March 21st. I hope you can come and see the room which Tony and the other children have decorated.

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

## YOU CAN TEACH YOUR OWN MUSIC

LILLIAN MOHR FOX, *Supervisor, Elementary Music Education,  
Pasadena Public Schools*

Says one teacher to another, "I can't sing in tune. If you will teach music to my class, I'll work with your class on spelling." Says another teacher, "My voice is husky and I play the piano with only one finger. I'll teach anything for you if you will teach music to my children." And another says, "I'm really not musical. I love to sing in church or in a group, but I would rather teach art. If you will teach music for me, I'll teach art for you." And so it goes in school after school. Exchanges such as these and similar ones have become common practice throughout the entire country. In fact, they are encouraged by some administrators and supervisors.

There are of course some advantages in these exchanges, especially if the main objectives are to teach music as a subject to be mastered, with intensive drill on skills and particular emphasis on perfection for public performance.

If you are an elementary teacher who has some one else teach music to your pupils in exchange for some service you can give in return, you have probably made the exchange with the best of intentions and with the interest of your pupils at heart. Or, was it made merely to release yourself from something you think you cannot do successfully?

Chances are, you *can* teach music, at least some phases of it, very successfully. If you can't sing in tune, use some instrument of fixed pitch—piano, xylophone, orchestra bells—to teach the melody to songs. In other words, if you have the ability to play a melody in correct rhythm with one finger on the piano, don't worry about your singing voice or accuracy of pitch. If you love to sing in church or in a group, you can bring much music to children. Your personal preference for teaching spelling or art

hardly justifies handing your children over to another teacher for their music. Regardless of the many personal reasons which may make an exchange with another teacher seem desirable, a thoughtful consideration of some of the disadvantages of the plan may encourage you to guide the music experiences of your children in your own classroom. Ask yourself the following questions:

1. Is it possible for a teacher, in addition to the responsibilities of her own classroom, to come to your classroom and guide the development of music activities through channels satisfying to every child?
2. Are the music activities in your room a result of co-operative planning by you and the music teacher or are they entirely in the hands of the music teacher who teaches what in her opinion the children should know?
3. Can music activities develop and function democratically in your classroom when they are not purposed and planned by the pupils themselves?
4. Is there ever a time when you and the music teacher and the children plan and discuss music together?
5. Are the inner urges or drives within children being satisfied when the music teacher keeps everything *she* is going to do during the music period a deep dark secret? When she "runs" the lesson, selects each song to be learned, read and sung? There are of course evidences of pleasure on the part of the children, but are these children sufficiently pleased to want to sing that music during other activities, on the school grounds, going home, or at home with their parents? In other words, is music providing emotional release, social belongingness, and other satisfactions in their lives?
6. Do the children ever feel the need for music as an integral part of their social studies, their classroom radio broadcasts, their dramatic rhythms? In your absence can the music teacher do much more than impose her own ideas upon the children and teach music quite unrelated to ideas the children really would

like to develop? She may be an expert and do a wonderful job of music teaching, but when you return to your room does the music ever continue under your guidance? Does it function in activities at other times of the day?

7. Are you aware that music taught by another teacher is doing anything for the children who will never find their way into a glee club or an orchestra? (Remember that these children are in the majority in practically every classroom.)

#### WHAT THE CLASSROOM TEACHER CAN DO MUSICALLY FOR CHILDREN

If you were to teach your own music what could you do for your children that another teacher could do, and what could you do that she could *not* do? How could you help fifth grade Bill who has the ability to read words at a second-grade level or thereabouts.

Bill is not only discouraged over the words in a new reading song, but he is completely baffled and increasingly belligerent over the complicated symbols of music notation which he is supposed to understand, read, and translate into vocal utterance. Bill is a failure in music as far as the music teacher can judge. He just sits quietly and stares; disturbs others occasionally. He is obviously relieved when the music reading lesson is over. But you really know Bill. You see him on the school grounds, jiggling while the boys whistle. Then Bill reveals that he has a good singing voice, and has sung popular songs on a radio program. He also sang hymns in church one Sunday night. Can you do something for Bill? Is the mastery of skills in music reading what he needs first? There are other music activities at which he could be immediately successful, and through which he could gain confidence in himself, as well as social belongingness in the group. His talents should be recognized. Let him sing, jig, play rhythm instruments to accompany his dancing, or to accompany phonograph music. Bill will become a new boy. His attitude toward music, and school in general, will improve.

And Joe just arrived from somewhere out of state, growls in a very low voice; never heard of singin' songs in school; never sang 'em at home either; never used his voice for singin' anyway; only to yell at the hogs. What thrill is Joe going to get as he watches the teacher blow a soft tone on a queer "mouth organ," and listens to the children sing some song from their books about daffodils? Before Joe can become interested in the printed page of music, does he not need opportunity to find himself in some freer music activity such as rhythm orchestra, rhythm accompaniments to dramatic rhythms, etc.? Does he not also need help in finding his singing voice—encouragement to sing a few old favorite community songs with a group of boys perhaps?

And Alice, with the high clear voice, who reads music fluently, goes far ahead of the entire class; in fact leads the reading of *so-fa* syllables to the extent that the rest of the class read not at all. The children follow Alice, very cleverly, giving the impression that every one is reading, but in reality, they are catching Alice's syllable and tone and are learning the song beautifully by rote. Alice derives satisfaction from her leadership, but is bored at any drill necessary for the rest of the class. What can you do for Alice? She needs opportunity for participation in music activity which is difficult enough to be challenging to her. In fact Alice might play melodies for songs which your class wishes to learn. She may even create or play by note the entire accompaniment. Thus Alice may assist you, as she works hard at an enterprise difficult enough to hold her interest. At the same time, Bill and Joe may be given opportunity for participation in music activity which is within their grasp and which will lift their spirits and improve their morale.

You can do for the Bills, the Joes, and the Alices what few teachers can do who come to your room for only a short period of routine music. Readiness for music reading will have been developed in your individual children when, and only when, the love of music, the thrill of making it and the desire for more music is present.

### SUGGESTED FIRST STEPS

1. Put all fear of music behind you. Keep it there and so far back that it never catches up with you. Why should anyone ever fear music?
2. Be honest with your pupils about the fact that you sing or play with some limitation, but never let them suspect that you do not love music. You probably do.
3. Build in the minds of your pupils that same love for music and develop by your own example an attitude of respect toward any member of the class who creates or performs it. The wave of tittering silly laughter that so often sweeps through a group of children when some one utters a singing tone by himself is one of the cruellest enemies of creative effort. It blocks all individual expression.
4. Focus attention not on music as a subject to be taught entirely from a book, but study your children. Consider their individual needs and ways in which music may serve them.
5. Encourage experimentation with tunes, with rhythm patterns on instruments, and all creative ideas, and see that the efforts of every child are acknowledged and appreciated by the group.
6. Remember (when that old panicky fear comes close to your heels) that you never need to perform music yourself. It is the children who sing, play, compose, read, write, dance, and listen to music under your guidance.
7. Discard the idea that everything children do in music must be immediately refined and beautiful. Don't be afraid of producing *homely* music if the act of producing it functions in personality adjustment and development.
8. As a beginning choose one or two simple music activities which you feel confident you can guide successfully without emotional strain. For example:
  - a. Teach words to a song which has been selected for its word content in relation to the group study in progress, or for its value as an authentic song of a particular historical period.

Teach the words to a song in the same way that you would teach a poem.

- b. Now you need the tune. If you can sing it, teach it vocally. If you can play with one finger on the piano, xylophone or orchestra bells, teach it that way. If you can do neither, then ask for outside help from your music supervisor or another teacher in the building. Tunes are learned *very* quickly. Learning the words takes the most time. Words to several songs could be learned before calling in extra assistance for the melodies. Enlist the aid of a supervisor or music teacher at the point when you have reached the limit of your own ability.
- c. Recordings of songs for primary grades are available. Songs may be learned from the recordings. It is not advisable to try to sing with the recording. Use them only as teaching aids.
- d. Develop good vocal habits in singing; breath before each phrase, clear enunciation, and the like.
- e. Select a phonograph record; a simple folk dance record is very good. There are generally two different tunes to most folk dances. Discover where one tune ends and the other begins. Discover the contrast between these tunes. Is one higher, louder, faster, than the other? Choose rhythm instruments which interpret each tune satisfactorily. Be not afraid to let the children experiment, and decide for themselves whether their orchestration is good.<sup>1</sup>
- f. If your pupils are dramatizing the life processes of a people and if these dramatizations take on a rhythmic pattern, as soon as the rhythm pattern is established and each repetition becomes identical with the last, it is very simple to follow it with simple percussion instruments, or with the combined music of orchestra bell melody plus harmony on the piano or autoharp.
- g. Teach the *so-fa* syllables to observation or pattern songs and the scale. Help the pupils apply these *so-fa* syllables as a

<sup>1</sup> Lillian Mohr Fox and L. Thomas Hopkins, *Creative School Music*. New York: Silver Burdett Co., 1936, p. 138.

mechanical measurement of interval distances in melody. In teaching music reading from the blackboard or the printed page, help the pupils to see whether the melody moves up or down and whether it skips or steps. The *so-fa* syllables are the measurement of how far the melody moves in either direction, and the voice must skip or step up or down as the notes indicate. So far, this is a simple mechanical problem. If you feel uncertain about accurate voice pitch, you can check with a piano or some melodic instrument, or you may wait for the special teacher or supervisor to help you. The point is that you can do much with your pupils in preparation for the supervisor's visit.

What you (who think of yourself as the unmusical teacher) may do musically for your own pupils has been only suggested here, but once begun, you will become aware of understandings and appreciations among your pupils which could never otherwise have existed. The socializing value for the Bills and Joes as they take the responsibility of playing just the right number of drum beats at the exact moment, the emotional release of the entire group as a completed rhythm orchestration is played, a song sung, a radio broadcast performed,—these and innumerable other evidences of wholesome personality development will reward your efforts in guiding the music experiences of your own pupils.

Your decision to try it will be conditioned by your own philosophy of education and your willingness to enter into experimentation with your pupils.

In Pasadena, there are no exchanges of music between teachers in the elementary schools. The services of a special music teacher are available to each teacher and her class once each week in the larger schools, to assist with carrying forward any music activities where help is needed and to commend the progress already made.

Many teachers who were trained for departmental jobs and who neither sing nor play are actually doing outstanding work in music. They know the scope of the music program, they know

how much of it they can do, they know when to ask for help from another source and they plan with their pupils what they need from the special music teacher and how to use best the time she has to give them.

Both the special music teacher and the music supervisor are available to teachers and pupils in the larger schools. Schools of smaller enrollment are served directly by the music supervisor. The procedure is the same in any school, although visits to each classroom by the supervisor are not so frequent as once each week.

Educational growth in music for both special music teachers and classroom teachers is provided through a plan whereby two classroom teachers and their pupils in each school have music every day for one semester with the special music teacher. The following semester, two other teachers are given this opportunity. This enables the special music teacher to guide the semester's music experiences of each class through to completion. This plan is not to be confused with exchange of music with some other teacher, because the classroom teacher is always with her class as the music teacher works.

There are several advantages to this plan.

1. The special music teacher grows in understanding of child needs as she meets the challenges which come through more intimate knowledge of pupil activity in a specific area of experience. Music in these classes generally rises to high levels of beauty and satisfaction to the children.

2. The classroom teacher (who at each music class is required to be present) has the opportunity to grow musically with her children; also to become familiar with music materials and procedures. She may consider the semester's work as a teacher-training course which she is given without charge.

3. The teacher who has had music with the special music teacher every day for one semester, finds herself much more secure in working with her pupils when she again assumes responsibility for her own music with help once each week. She understands more fully the music program as a whole, she selects

the phases of it which she can do successfully, she analyzes her own needs, and she knows what kind of assistance to ask of the music teacher or supervisor.

4. Perhaps the last advantage of the Pasadena plan is the most important. Regardless of who does the teaching, music begins and remains in the classroom with the children who produce it. Music functions as a pleasurable activity many times during the day. It continues to function outside of school hours because it belongs to every child. The principles upon which it operates are the principles of democracy. Try teaching your own music.

## CO-OPERATIVE BEHAVIOR IN THE SCHOOL AND IN THE COMMUNITY

BERNICE BAXTER, *Co-ordinator of Instruction,*  
*Oakland Public Schools*

War brings with it a pressing necessity for evaluating the utility of our daily acts, our motivating philosophy and even our hopes and aspirations. Education like the other aspects of community and national life is being surveyed and scrutinized from within as well as from without. This kind of inventory should not disturb teachers if they are convinced that they, particularly if they are elementary teachers, are giving children an educational start in a justifiable direction. A look at trends is always good and probably is particularly timely now.

Even a simple and cursory overview of the changes in educational method during late years indicates a recognized need for development of the skills, techniques, and attitudes involved in co-operative living. There has been a gradual evolution from the individual project to the class unit. Method today focuses upon co-operative effort as a basic premise of instruction. An accepted central purpose for the class with individual and committee assignments, shared work and study, and a cumulative collective result greater than the contribution of any individual or group of individuals, characterize advocated teaching procedure. Emphasis has shifted from satisfaction with individual accomplishment to the relating of that accomplishment to group purpose.

Community study and exploration have come to have an important place in the curriculum. Children are being taught to recognize the contributions of various workers within the community. Patterns of co-operative effort in the social life about them are being emphasized for children in their first few years in the elementary school. As never before the structure of

co-operative living is being observed, studied, and discussed at all school levels. The social studies have tended to become the core of the curriculum with the community as the center of the core.

All too often educational methods change without the significance of the change being fully grasped by teachers. Teachers are urged by those whom they consider theorists to shift from tried methods to untried procedures. That they resist such urging or that they accept the proposed changes with reluctance and misgivings is not difficult to understand. Teachers as a whole are interested in the individuals in their charge and conscientiously try to protect them from any influences which they think detrimental to their welfare. For these reasons, unless the underlying principles are made clear and explicit, there may be resistance or misunderstanding. Teachers should be accorded every opportunity for knowing the purposes, aims, and objectives of education and for participating in the change from one educational method to another.

In the redirection of educational method which is underway, teachers' attention should be called to the acceptance by educators of the responsibility for making the classroom primarily a laboratory in which children learn to live socially. With this as a fundamental value of education, methods, procedures, curriculum content and outcomes become significant in relation to it. However, unless these implications are understood and accepted by teachers and through them by parents, there will prevail a confusion which is both harmful to the school and misleading to parents.

#### A TEACHER GUIDES SOCIAL LEARNING

As an example of the co-operative relations within the classroom and of the teacher's effectiveness in guiding such relationships, the following classroom situation is typical.

New pupils had arrived from outside the state and were enrolled in this teacher's classroom. These pupils were different in clothing, speech, and behavior when compared with other

children of the classroom. The problem which presented itself to the teacher was the introduction of the newcomers, who formed a minority group, without reflection upon their differences and with their acceptance by other members of the class. Skillfully the teacher selected a problem for study and exploration in which she knew the outsiders had more information than the regular class members. Day by day the recent arrivals in the classroom made contributions which gradually built up the respect and admiration of the class as a whole. Without comment and without apparent direction by the teacher the members of the minority group acquired status through their own contributions. When the class project was far enough along to present to parents, mothers and fathers were invited to the school and again the pupils who differed in manner and customs were presented in such a way that their particular talents and information were exhibited favorably. Thus without comment the teacher was able to build up a respectful acceptance of the new pupils by parents of the children in whose classroom the newcomers were enrolled.

Space does not permit details of the teacher's procedure but this one illustration of the acceptance of the minority by the majority and the acceptance of individuals for their own worth will serve to suggest how teachers may make the classroom a laboratory in which democratic social living is being learned daily.

To guide effectively, the teacher must be a person who is sensitive to childrens' temperaments, to their feelings, to the effects of their out-of-school experience upon their developing personalities, as well as to their in-school conduct. Adept in relieving tensions, in guiding children into zestful tasks which they can accomplish and in helping each to some measure of success and approval, the teacher has the rare opportunity of "aiding and abetting" co-operation within the classroom. By obviously co-operating with children, treating them as persons worthy of respect and by shaping plans in which they can work with satisfaction and enjoyment, the teacher becomes a potent

instigator of willing responsiveness on their part. The teacher's own manner always exemplifies the elements of either co-operative or non-co-operative conduct.

Children in an atmosphere in which co-operation is expected will be willing to take turns, to give others chances, to give and accept suggestion, will be interested in one another and in the group's purposes and accomplishments. At their own level of maturity, these children will be learning how to lead and how to follow, how to register an opinion and how to abide by the wishes and judgment of the majority. They will know the relationship of individual contribution to the purpose of a committee or to the plans of the class as a whole. They will weigh the effectiveness of different procedures and evaluate their own conduct against standards agreed upon in advance as essential to progress and attainment.

There are also numerous indications that the school is becoming community-centered. No less child-centered, the emerging elementary school now is touching the lives of all members of the community in many aspects of their living. With the war's emphasis on defense through neighborhood organization, civilian activities are gravitating to the neighborhood elementary school as a center. Parents are becoming more intimately acquainted with the school and more alert to what the school is doing. This is a time when educators should be particularly articulate and in agreement on fundamental values.

### COMMUNITY CENTERED SCHOOL

Recently the rationing program conducted in one school revealed to the principal and faculty of that school the way in which the community had accepted the school as its own. For several years in this school the home teacher had been working with parents. A particular effort had been made to build up in the Mexican patrons an understanding of the school. From time to time discouragement had been felt because of the seeming lack of response of these parents to the school community. However, when the call for volunteers for rationing was made it became

apparent to the faculty that mothers and fathers within the community were more than willing to do their part in serving on the rationing committees. Boys and girls who had been previously enrolled in this elementary school and who were now in senior high school returned with enthusiasm to their elementary school to give their time in making the days of rationing pleasant for those who went to get their ration cards. Instead of rationing being a dull and burdensome routine, the gathering of individuals in the school became a social event. With generosity, parents and young people of the community had responded in such numbers that there were extra persons to serve as hosts and hostesses for those who came to the school. Conversations carried on by these foreign patrons indicated to the school personnel who had labored in the community that the school was genuinely community-centered and that those who lived in the neighborhood accepted the school as theirs and as a place to which they were happy to send their boys and girls and which they themselves were ready to serve.

From the readiness with which the elementary school has been selected as the center of the community and with the school's growing readiness to become the "training ground" for social life within the community, the teacher's part in the educative process becomes increasingly obvious. To the teacher falls not only the responsibility of teaching the skills and techniques of co-operative behavior in the classroom but also the responsibility for knowing the attitudes of the homes and the aspirations and hopes of the community.

To bring about an environment which will stimulate co-operative behavior teachers and parents first must be in fundamental accord. They must have a mutual understanding of one another's program and goals for children, mutual respect, and support of these programs and goals with continuous interchange of observations and some joint planning for children's total social life. Conferences between teachers and parents, visits between home and school will further such mutual planning. Teachers and some parents, however, will need to know each other as

citizens of the community and as fellow-workers in social-civic enterprises if children's total environmental learning situations are to be improved. The relationship is not merely between the home and the school. It encompasses the home, the school, and the community.

### CONCLUSION

American educational philosophy seems to be reaching the place at which it is ready to accept co-operative behavior as a primary outcome rather than a concomitant learning. If this philosophy is to govern practice, school administrators, teachers and parents should be concerned with children's progressive development in this direction. Standards or criteria against which such development can be evaluated should be set up by parents and teachers together. These standards would not supersede measures of individual attainment in other areas of learning but would reveal in specific ways to what extent children are using their abilities for the "good of the whole." Not until the specifics of behavior for which American schools are striving are defined and set forth as worthy of direct attention will there be achieved genuine progress and positive development. To too many parents and teachers behavior is still a by-product of learning. With this attitude persisting, what the child knows will remain more important to him and to the adults of his world than how he uses what he knows. Advocated classroom procedures which are intended to stimulate co-operative effort will not succeed until children, parents, and teachers get a clear concept of what co-operative behavior involves and of its basic importance.

The war has put a new value on American ability to mobilize communities for their own self-preservation and maintenance of morale as well as national ability to direct and control production, distribution and national lending of resources. War demands have likewise put a premium on technical competences. Efficiency and co-operation, however, are not mutually exclusive. The war is demonstrating the truth of this. General education needs to concern itself with the development of co-operative behavior as well as the guidance of technical and factual learning.

That American education for today and for tomorrow is being affected directly by the emerging lessons of the war is a foregone conclusion. As has been indicated, classroom procedures have been undergoing a change which is founded on recognized need for children to experience co-operative living in the classroom. With the war, neighborhoods have become the centers of close interdependent living. If American schools which have made some headway in inculcating co-operative behavior are capable of leadership within their own communities, they will capitalize upon the present social conditions which are provocative of co-operative enterprise. Schools have a challenging opportunity through the months immediately ahead to become extremely influential in promoting skills essential in the co-operative living of both children and adults. Teachers and administrators must qualify first, however, through a steadfast belief in and enthusiasm for an out-and-out functioning democracy. Their own active participation in their immediate communities will be a convincing declaration of their sincere interest in furthering the democratic way of life.

## A PLANNED PROGRAM FOR THE USE OF AUDIO-VISUAL AIDS

N. EVELYN DAVIS, *Supervisor Audio-Visual Education,  
Long Beach Public Schools*

Interest in the use of audio-visual aids to education is definitely quickening. This increase in attention is due to at least three causes: (1) increased recognition of the need for reality in the modern classroom; (2) reports of the results gained by the army from the use of these more mechanical teaching tools, and (3) interest of teachers in the contribution of the commercial radio and motion picture programs to general education.

Many elementary schools and some secondary schools had, before the war, developed subject matter and a way of teaching which demanded frequent excursions to places of industry, to museums, to parks and wildlife areas. These trips were found to be most effective when supplemented by the use of visual objects and pictures of various kinds. Because of war conditions excursions have almost entirely ceased.

At the same time, the interest of young people, and teachers, too, has been focused as seldom before on the stupendous changes that are occurring in transportation, communication, manufactured materials, agriculture, and all aspects of the life around them. They want to know what is happening. They want to make these changes a part of school life. While the war is on, the resources offered by the great variety of audio-visual aid materials, namely: real objects, motion pictures, diagrams, still pictures, radio dramas, and the like must take the place of visits and field trips. After the war when excursions can again be employed the need to have an understanding of the whole wide world and of the remarkable achievements of science will continue to demand the use of these effective audio-visual agents.

The army and navy found themselves confronted with the task of training millions of men quickly to do a great many intricate and often very precise tasks. They also needed to be sure that their men, hitherto entirely without regimentation, had a common understanding of the background of the war and the reasons for which it was being waged. They turned to the motion picture, the film strip, and the diagram, with results which seemed remarkable to many officers.

With the opening of war the public tuned its radios to news programs and listened to them many hours each day. They flocked to theaters to see newsreels and other pictures showing how the army is transported, how it fights, if they might not possibly see a loved face in some group of men. Contributions by these agencies to a richer philosophy of life, to the understanding of vital problems, to relaxation, all draw the public to them. The educational influence of commercial radio and motion picture theaters is indeed remarkable and thoughtful educators note this influence carefully. They realize that schools must make more and more use of the radio and the motion picture if they are to carry successfully the educational responsibility which changing times have placed upon them.

At present, wartime shortages of equipment and supplies are retarding the development of audio-visual education in the schools. If we look ahead to a time when such restrictions will be gone, these schools will be besieged to buy this equipment, whereas now they are forced to wait until the armed forces are supplied and until more raw materials are available.

The educational basic philosophy and the store of knowledge about learning procedures that have been acquired through long years of practice and study must always be applied to each new medium of learning.

Before the supply of audio-visual aids becomes ample, teachers and administrators should make every effort to agree upon criteria for the selection and use of these helps in accordance with this professional philosophy and knowledge. Those who plan curriculums, those who understand growth processes

in children, those who are skillful in directing and administering, should meet with those educators who are familiar with these newer educational tools. Agreement as to selection and use should extend not only to the aids themselves, but also to the equipment necessary for their display or projection.

If such agreement can be reached, and if definite principles for selection and use can be set up, the schools will be able to help producers make useful teaching materials, and simpler, more usable equipment. Teacher-training institutions will be in a better position to train teachers adequately for education with modern materials. Administrators will have a better basis for organizing suitable means for the distribution and care of these teaching aids, and supervisors will be encouraged to find ways to help teachers in service prepare themselves to use them capably.

If these tools are added to school programs on a large scale, without plan, they may do much to retard educational progress. For example, the same mistakes which were made in the introduction of books on a large scale may be repeated. If they are barred from the schools, types of learning that are truly significant may be lost to the school and become a function of other institutions.

Specialists in the use of audio-visual aids and some school administrators have thought about these problems for years. This thinking and planning has often been individual and has not been co-ordinated with that of other educators. A concerted effort of considerable magnitude will be necessary if the schools are to gain the greatest good from the use of this medium and avoid the pitfalls sure to come from its misuse.

The California School Supervisors' Association has set up a committee to study this problem. The Audio-Visual Aids Associations of Northern and Southern California are also studying it. It is possible that other groups will wish to join forces with those already set up to study and make recommendations.

## ART APPRECIATION BROADCASTS

JOHN C. AYRES, *Supervisor of Art, Stanislaus County*

The California State Committee on Radio in the Schools was organized in 1942 as a part of a nationwide program under the sponsorship of the Association for Education by Radio. Early in the fall of 1942, Mrs. Margaret L. Annear, County Superintendent of Schools of Stanislaus County, was selected as chairman and under her leadership, Stanislaus County has become the key county in the West for the experimental studies of this radio group. As a contributing factor in the study, a series of art appreciation broadcasts was inaugurated in the fall of 1942. The co-operation of the Modesto radio station, KTRB, made it possible to present these biweekly art broadcasts to the children in the upper grades of the elementary schools of the county together with numerous other broadcasts sponsored by the office of the county superintendent.

Underlying the whole program was the thought that an art which is separate and superficial is valueless. It is felt that the most important objectives of art education at the elementary school level is that inter-relationship of art with every aspect of life which contributes to the growth of the individual and society. With this guiding philosophy, every possible effort was made to relate art principles and practice to everyday experiences and surroundings of the rural school child. In addition, these broadcasts served to stimulate a general interest in the arts and crafts in Stanislaus County. Although the programs were designed for the express use of the children in the upper grades of the elementary school, material was presented of general interest to the listening public. A further objective of the series of broadcasts was the inclusion in the content of each broadcast suggested ideas and activities for creative work which the classroom teacher might wish to use in her art program.

The schedule for the fall semester presented fifteen-minute discussions of seven topics on alternate Fridays under the general theme: "American craftsmanship." The topics were developed around the work of the following craftsmen:

Silversmith:	Paul Revere
Architect:	Frank Lloyd Wright
Sculptor:	Malvina Hoffman
Furniture maker:	John Alden
Bookmaker:	Benjamin Franklin
Painter:	Gilbert Stuart
Potter:	Herbert Sanders

Teachers were helped in preparing for these discussions by the study material mailed before each broadcast from the Supervisor of Art for the county. Included was an outline of the broadcast itself, definite objectives including art principles to be covered, illustrative and visual materials, and suggested activities for creative work. An especially valuable contribution to the series was made by B. W. Gripenstraw, Supervisor of the Visual Education Department. Slides, 2 inches by 2 inches, both in color and in black and white, were prepared to illustrate thoroughly each topic discussed. For example, in the study of the silversmith, Paul Revere, the slide sets included: Silverware—Designs by Paul Revere; Silverware—Designs by American Colonial Craftsmen; Silverware—Designs by Contemporary Craftsmen. And so it was for each presentation, a large variety of especially prepared visual aids were used to illustrate each point stressed in the discussion. It was most fortunate, too, that all the rural schools of the county were able to obtain projectors for classroom use and were thus able to make extensive use of these slides.

As the series progressed, each class was encouraged to keep a scrapbook of related activities. Outlines of each lesson and illustrative materials were sent to each classroom. This material, together with that collected by the children themselves and samples of their own creative work went into the scrapbook for each room. Art projects suggested by the content of the broad-

cast discussion were carried out by many pupils and the work was correlated whenever possible with other subjects. Social studies, written and oral English, science, and other branches of the curriculum found much to make use of in these radio programs. Not the least important activity has been the development of an extensive new vocabulary by many of the children.

An interesting activity for teachers developed through the study of pottery in the last broadcast of the fall series. Herbert H. Sanders, Assistant Professor of Art, San Jose State College, and an outstanding worker in ceramics was chosen as the craftsman of the week. His work served as a basis for the study of the potter's art. On Saturday morning following the radio broadcast, Mr. Sanders came to Modesto and conducted a workshop for teachers on pottery techniques. From the knowledge gained at this meeting, teachers in the county are now beginning to develop a program of pottery production in many of the rural schools.

As yet it seems too early to begin to evaluate the results of such a program. There is, however, every indication that a more widespread interest in arts and crafts has been stimulated in the community and that children have become more aware of the important contributions of the artist-craftsman to everyday life. During the spring a series of eight broadcasts, again presented biweekly on Fridays, 1:00 p.m. to 1:15 p.m., was built around the general theme "Leonardo da Vinci: Genius of Art and Science." Because of the present world conflict a study of the great Florentine of the fifteenth century is most timely. Many of his scientific investigations anticipated the mechanical age—the airplane, parachute, tank, and other implements of war are but a few of the products of Leonardo's amazing mind. Through this spring series, an effort was made to further the belief that art is a vital and moving force in the life of every individual and that it is intimately concerned with every aspect of life which contributes to the growth of the individual and society.

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